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ABSTRACT

This document contains a computer search of ERIC database on the topic of sex equity in guidance and counseling and a narrative which highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The impact of sex stereotyping, double standards of health, the increased social awareness of sex bias and discrimination, changes in education and counseling toward sex equity, and the exploration of nontraditional skills and career choices are discussed. Legislation for sex equity is presented which focuses on legal responsibilities and guidelines along with staff development, and training resources. Sex equity in vocational education and guidance is considered in the development of sex-fair programs and resources. The reassessment of vocational testing instruments for sex stereotyping is reviewed. References focusing on the special educational and counseling needs of girls and women are discussed. The importance of staff development is considered; inservice training programs and workshops are described. Instruments for assessing counseling, vocational guidance, and educational programs in terms of sex bias and sex fairness are reviewed, and implications for counseling and guidance are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)

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# SEX EQUITY IN GUIDANCE AND COUNSELING

Marilyn Wedenoja

**searchlight**

*Relevant Resources in High Interest Areas*

**plus**

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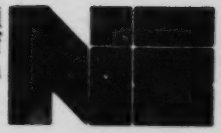

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**ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE**
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The University of Michigan
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# SEX EQUITY IN GUIDANCE AND COUNSELING

Marilyn Wedenoja

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1980

*ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE*

*1981*

## INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Several years ago we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users at that time, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

In the past two years we have added eight new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--was updated and expanded in 1980. The fifteen areas originally chosen for this special treatment and the eight new areas are as follows:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted

Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change
Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

Counseling for Alcohol/Tobacco/Drug Abuse
Leisure Counseling
Marriage Counseling
Parent and Family Counseling

Counseling for Stress Management
Counseling the Bilingual Student
Peer Counseling
Sex-Fair Guidance and Counseling

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

# SEX EQUITY IN GUIDANCE AND COUNSELING

Marilyn Wedenoja

## ISSUES AND TRENDS

Counseling and guidance have traditionally reflected the attitudes and values found in the society at large (EJ 154 751, ED 155 257). Social standards of acceptable behavior and typical patterns in the job market have been used to determine which aspirations and behaviors are appropriate or "normal" for individual students. Many of these social standards and employment practices have been influenced by generally held beliefs about inherent differences in the capabilities of males and females. Girls have been considered innately more emotional, caring and dependent. From an early age they have been encouraged to prepare primarily for the roles of wife, mother and homemaker, focusing their energies on the domestic aspect of family life. Career guidance often directed girls towards "feminine" work, such as food service, clerical work, teaching, nursing, social sciences or child care (ED 181 213). Young men, on the other hand, have been viewed as inherently more independent, assertive and intelligent. Long-range career planning, technical skills and sports have been stressed and expected of them. This approach was based on the premise that boys would eventually become the primary or sole providers for their families and the builders and leaders of the larger society.

*Impact of sex role stereotyping*

We now know that attributing behavior, attitudes, interests, values and roles to a person or a group of persons on the basis of their sex is a result of stereotyping (ED 185 418, ED 183 230, ED 155 257). Messages such as "girls should always be sensitive" or "boys should never cry" express stereotypic social expectations. These stereotypes are pervasive throughout our culture and form a network of assumptions that we all grow up with (ED 186 714). We come to think of these culturally defined differences as natural and normal and, consequently, use different standards to assess the behavior and aspirations of males and females.

Generalizations according to gender tend to discount the unique combination of individual characteristics and skills. Assumptions such as "boys are good at math and science" or "girls are good at languages and literature" influence self-perceptions and career directions, at times regardless of the actual interests and abilities of a particular student (ED 186 671). Excelling in an area perceived as typical for the opposite sex has sometimes been feared as a threat to one's masculinity or femininity (ED 187 875). Additional stereotypes according to age, ethnicity, socioeconomic status, sexual preference or race may produce a further limiting effect upon a person's career choice (EJ 195 574, ED 186 714).

Many occupations are stereotyped according to sex roles (ED 188 656). These distinctions of "women's work" or "men's work" have resulted in unequal economic and career opportunities. Women are concentrated in fewer occupations than men, and these

occupations tend to have a lower average wage than the jobs held predominantly by men (ED 173 537). Although the number of women in the paid work force has dramatically increased, and many of them are responsible for supporting themselves and families, their employment patterns and average wages have not changed (ED 181 326, ED 173 538). The lower pay and stereotyping of occupations held predominantly by women, such as nursing or child care, have also discouraged men from exploring these career options.

A research study in 1970 by Broverman was the first to articulate the impact of sex role stereotyping on the clinical judgments of counselors (AR). The study uncovered a double standard of health for males and females which reflected the bias of the traditional sex role stereotypes. The characteristics selected by counselors as representative of a healthy female were comparable to the qualities typically considered "feminine" (e.g., passive, dependent, sensitive), while the characteristics of a healthy male resembled the qualities generally labeled "masculine" (e.g., independent, active, technically oriented). The characteristics attributed to a healthy adult in general, however, were parallel to the description of a healthy male. Thus, within this framework of sex role stereotypes, women who adjust to socially expected behavior are viewed as "less than healthy" adults, and the options for behavior considered acceptable for both genders tend to be limited and rigid. Rather than taking into account the need for humans to respond flexibly to a variety of situations, an assertive female or an emotionally sensitive male might be regarded as either deviant or abnormal. Labels such as "aggressive," "cold" and "pushy" female, or "sissy," "weak" and

*Double standard of health for males and females*

"effeminate" male may be responses to behaviors which step outside the boundaries of traditional sex role expectations.

During the past decade, society has begun to focus attention on the effects of sex role stereotyping, sex bias and sex discrimination in many aspects of our lives. Traditional roles and behaviors are being challenged and examined. Many women are becoming assertive in establishing equal rights and improved status within the workplace, the family and the political sphere. Men and women alike are faced with the challenge of balancing and integrating expanding possibilities and changing roles. Research studies have shown a decrease in the amount of sex role stereotyping by counselors since Broverman's 1970 study (EJ 228 475, EJ 169 324, ED 143 930, ED 136 182, ED 128 744). Further studies are needed, however, to determine if sex role stereotyping and bias may continue in subtler forms. The present continues to be a time of transition and change as new attitudes and behavior are evolving.

*Increased social awareness of sex bias and discrimination*

In response to the movement toward sex equity, schools and colleges across the country have been developing new programs and specialized training (ED 170 428, ED 163 379, ED 155 257, ED 151 701). The need for equalizing resources and identifying procedures which reinforce sex role stereotyping and discrimination has been recognized through the enactment of federal legislation (ED 185 170, ED 183 636, ED 173 537). Programs in vocational training and career education are now being revised to broaden career choices and aspirations of both males and females (ED 189 457, ED 181 181, ED 178 687, ED 174 789). An effort is being made to decrease sex role stereotyping

*Changes in education and counseling toward sex equity*

within course materials (EJ 198 696, ED 174 821). Staff development programs with a consciousness raising approach are being offered to teachers, counselors and administrators with a view toward increasing sensitivity and support of gender issues (ED 185 418, ED 162 430, ED 173 538, ED 162 024).

Sex equity in guidance and counseling involves the development of support based on equal opportunity and unbiased, nonsexist information. This approach takes into account the special needs of males and females within our present society while actively working to expand narrowly defined aspirations, behaviors and attitudes. With counseling and career information free of stereotypic "masculine" and "feminine" bias, students are encouraged to explore the full range of options available for their futures.

*Exploration of nontraditional skills and career choices*

Because employment patterns and general attitudes are only beginning to change, sex equity in guidance and counseling has identified the need for specialized services for "pioneers" entering occupations nontraditional for their gender (ED 189 348, ED 185 423, ED 185 396, ED 183 232, ED 181 326). Women, whose career opportunities have been especially restricted, require resources, strategies and information for dealing with sex discrimination and harrassment (EJ 227 414, EJ 223 182, ED 186 714, ED 177 389). For men, permission needs to be extended to explore a variety of behaviors and careers without fear of being "less of a man." Sex equity in guidance and counseling means, at the most, taking an active stance in challenging sex stereotyping, bias and discrimination and, at the least, offering support services that are free of these restrictions.

## LEGISLATION FOR SEX EQUITY

The movement toward greater sex equity in education has been supported by two major pieces of legislation, Title IX of the 1972 Education Amendments and Title II, Vocational Education, of the 1976 Education Amendments. Title IX focuses on providing equal opportunity and sex fair practices and programs in all schools and establishes guidelines for compliance. Title II specifically addresses sex discrimination, bias and stereotyping in vocational programs and encourages the use of affirmative action in response to occupational sex segregation (ED 173 537). Guidance and counseling is viewed as an important resource within this plan as a means of improving the retention rate of nontraditional students, advocating for the rights of individuals who are experiencing discrimination or harrassment, and helping students in decision-making and skill training without the bias of sex role stereotypes.

*Legal responsibilities and guidelines*

Providing information on the basic guidelines and philosophies of sex equity legislation and encouraging active participation in implementing the laws at the local level work to strengthen the counselor's commitment to this new approach. Focusing mainly on legislative requirements, however, or the use of coercive methods to ensure compliance have met with strong resistance (ED 181 213).

*Importance of staff development and participation*

A number of staff training programs have been developed regarding sex equity legislation. In addition to presenting factual information, many of these workshops set aside time to explore attitudes and beliefs. The Resource Center on Sex Roles in

Education at the National Foundation for the Improvement of Education has designed a comprehensive series of materials for this purpose. Each training packet, written for use within a workshop format, is targeted toward a specific professional role, including counselors in post secondary (ED 155 501) and elementary-secondary institutions (ED 178 837) as well as vocational educators (ED 186 807). Utilizing a similar approach, Mook and Legg offer a series of instructional packets for the inservice training of guidance counselors (ED 189 348). They focus on the legal implications for vocational guidance and include self-assessment tools for examining personal attitudes.

*Comprehensive training packets and resources*

For an overview of the relevant federal legislation within this area, Steiger and Schlesinger provide an excellent summary of the laws and pertinent issues (ED 173 537). The booklet for students by Nancy Wiegers et al. serves as an introduction to sex equity legislation and outlines the specific implications (ED 183 636). It covers the whole range of student rights based on Title IX and is a helpful resource for both students and counselors. ERIC also has on file a collection of papers, edited by Aguila and Hummel (ED 185 170), which were presented at a national conference on Title IX. The proceedings include a presentation entitled "Title IX and the Guidance Counselor" by Joanne Allman.

## VOCATIONAL EDUCATION AND GUIDANCE

The main objectives of sex equity in vocational education and guidance are (1) the reduction of sex stereotyping in vocational training and career choice; (2) the development of pioneer programs to encourage nontraditional career exploration; and (3) the examination of vocational information and testing for sex stereotyping and bias.

*Influence of sex role stereotyping on occupational choices*

Research studies within schools have verified the impact of sex role stereotyping on vocational choices. Findings reported by Richards and Brooks show 80% of the students interviewed were planning to enter occupations traditional to their sex (ED 167 782). Females were found to be more open to nontraditional career choices than males. In a survey by Richardson et al., students did not feel they were adequately prepared for the possible problems and barriers involved in entering a nontraditional occupation (ED 185 396). Nancy Nazario presents the results of a five-year research study of sex role stereotyping and bias in California vocational programs (ED 174 778).

*Development of sex fair programs throughout the country*

A number of inspiring program models and resource guides, based on the experience of educational institutions throughout the country, are available through ERIC. In a comprehensive monograph (ED 189 457), C. B. Stiegler of Kentucky highlights the role of the counselor in achieving sex fair vocational education and suggests a variety of strategies and techniques. An Arkansas project which developed sex fair, experience

based career programs for high school students includes the counselor within an interdisciplinary team approach (ED 181 223). A report by Betty Bosak Houser et al. summarizes the action taken toward sex equity in vocational education at the community college level in California, including the use of counseling for dealing with sex equity grievances and information (ED 174 789). Jody Murphy's report on a career decision-making program for high school students in Colorado describes their efforts at attempting to influence the sex role attitudes of counselors, teachers and parents (ED 183 860).

Project OPTION (Opening People to Increasing Opportunities Now) at Piedmont Virginia Community College exemplifies an institutional effort to identify and eliminate sex role stereotyping and bias within vocational guidance and counseling (ED 186 049). Workshops were used to sensitize counselors to the problem, and field trips to other model programs stimulated ideas for new approaches. Career resource materials were evaluated and assessment procedures were devised. One area of focus included specialized services for math anxiety, a condition which deters a number of women from entering technical fields.

Project OPTION at a Massachusetts vocational-technical high school presents their final report in the form of a handbook (ED 187 893). It includes an outline of their methods for implementation and sample project materials. Strategies for counselors are addressed as well as approaches for involving parents, employers and community groups. Sex role attitudes of participating students, parents and teachers are indicated in survey results.

The issues involved in the development of pioneer programs in nontraditional vocational training are examined by Amande Smith and Charlotte Farris (ED 185 423). They offer excellent suggestions for exploring nontraditional options, helping students with culture shock on the job, and obtaining parental support. They also provide helpful background information about the changing workforce and family structure. For a comprehensive overview of the ways to increase sex fairness in vocational education and recruit students for nontraditional courses, refer to the article by Louise Vetter et al., written for the National Center for Research in Vocational Education (ED 173 603).

*Pioneer programs to recruit and retain nontraditional students*

Strategies for incorporating sex equity into vocational guidance at a statewide level are described by Aiken and Tarasuk with Connecticut as an example (EJ 202 649). Hohenshil and Maddy present a survey of model projects throughout the state of Virginia (ED 185 478). A statewide report on the educational status of women in Minnesota is also available (ED 188 345). It focuses on the extent to which that state's educational systems are responding to the recognized needs of women.

*Statewide programs*

ERIC offers a true feast of resource guides and bibliographies on the subject of sex equity in vocational education and guidance. Sex equity objectives for career education in elementary and junior high schools are outlined for teachers and counselors by Southeastern Massachusetts University (ED 179 723). Michele Harway reviews the literature pertaining to sex discrimination in educational and vocational counseling (EJ 221 158). Louise Vetter et al. provide an excellent overview of the literature

*Multitude of resources on sex equity developed*

on nontraditional students in vocational programs and highlights the special services which are needed (ED 181 326).

The Whole Person Book: Toward Self-discovery and Life Options by Liggett et al. is a resource book made available by the Nebraska Commission on the Status of Women (ED 185 357). Providing information and exercises for both facilitators (counselors, teachers, etc.) and learners (students, parents, etc.), this workbook encourages an exploration of personal values, decision-making methods and life planning activities.

Annotated bibliographies offer a means of discovering further information and materials. In addition to books and articles, most of these bibliographies contain descriptions of staff training materials, research reports, project descriptions, audiovisual materials, and listings for national organizations. The Virginia Polytechnic Institute and State University in Blacksburg has compiled two bibliographies which are particularly relevant. One is a resource guide specifically for sex equity in vocational counseling (ED 186 800), and the other is a collection of materials on sex equity in vocational education in general (ED 173 732). JoAnn Brooks from Indiana University has gathered together 300 annotated citations of resources in sex equity for vocational educators and counselors (ED 176 173). Susan Miller (ED 183 230), Patricia Richardson et al. (ED 185 395), Valerie Wheat (ED 169 409) and the Georgia State Department of Education (ED 178 754) have all made important contributions in organizing comprehensive bibliographies on materials promoting sex fair vocational education and

counseling. Additional bibliographies are included in a number of training manuals and guidebooks (ED 174 778, ED 173 603, ED 167 782).

## VOCATIONAL TESTING

*Assessment of testing for stereotyping and bias according to gender*

In response to the growing awareness of sex role stereotyping and bias in educational materials, career interest inventories and other forms of vocational testing are being reassessed. Janice Birk reviewed the research in this area as early as 1974 and called for major revisions in career inventory materials at that time (ED 095 367). She found the measurements to be particularly detrimental to women. More recently, Prediger and Johnson summarize the present research on interest assessment procedures as it relates to sex restrictiveness (ED 186 480). As an alternative to traditional vocational interest measurements, they discuss the Unisex Act Interest Inventory (UNIACT). In another study, Prediger and Lamb compare two popular procedures for reporting interest inventory scores (EJ 215 669). They call into question the validity of those reports which are limited to sex stereotypic career suggestions.

Issues of sex fairness and sex bias in occupational interest measurement are the focus of a book edited by Tittle and Zytowski (ED 166 416). This comprehensive collection of articles includes current developments in sex equity in testing, gender based research studies, and guidelines for assessing sex bias in career interest inventories. Jo Ann Harris evaluates computer based guidance systems and discusses the

implications of subtle sex bias (ED 095 363). Lawrence Jones at North Carolina State University designed a research study to test the sex fairness of a variety of career interest inventories such as Occu-Sort (O-S), Self Directed Search (SDS), Vocational Preference Inventory (VPI), and the Student Opinion Form (SOF) (ED 189 485). Questioning the emphasis which interest measurements place on predicting career interests rather than exploring them, Carol Kehr Tittle discusses the restrictive impact these measurements have had on women (ED 170 372).

## SPECIAL FOCUS ON GIRLS & WOMEN

Women now constitute the largest under-utilized and untapped human resource in the United States (ED 186 714). The large number of ERIC references on this topic reflect the increasing interest in the educational and counseling needs of girls and women. Special programs are being developed in response to a heightened awareness of the barriers girls and women face, both in school and out. Research indicates that female students actually decrease in academic ability and self-esteem as they progress through school (ED 155 257). Greater knowledge about the needs and problems of these students is resulting in specific counseling strategies and female-oriented resources.

*Recognition of barriers that girls and women face*

Project CHOICE (Creating Her Options In Career Education) is an example of the specialized programs being designed. Its Resource Manual, developed by Case Western Reserve University, presents an excellent career development program for high school

*More emphasis on career development and vocational training*

young women (ED 185 321). It includes information on career planning, decision-making, assertiveness and coping with success. An evaluative report on the goals of Project CHOICE has been prepared by Fleming and Hollinger (ED 179 902).

Sharon Lord's guidebook, The Female Experience in America: Development, Counseling and Career Issues, provides a model for a sex fair graduate training program for counselors. It integrates the knowledge of female development with feminist approaches to counseling (ED 185 493). Hood and Butler's report on a paraprofessional training program for supportive counseling with women suggests a creative organizational structure in providing specialized services (ED 188 058).

In the article "Toward Full Equality: More Job Education for Women," Pamela Roby discusses the barriers female students face in vocational education (ED 157 976). One of the special needs she identifies for adult women is the challenge of combining school with family and child care responsibilities. Alden and Seiferth address the lack of career information women and minority students receive on the full range of occupations (EJ 227 204). They view counselors as playing an important role in changing this situation.

Special issues affecting adult women students have been highlighted in a collection of articles entitled "Equity Counseling for Community College Women" by Carol Eliason (ED 187 369). This five-part monograph examines the role of the counselor, institutional commitments, special needs of target populations, counseling techniques and model programs. Grace Mitchell reports on extensive testimony on the needs of community college women which

*Special issues for adult women students*

was presented to the Commission on Women of the California Community and Junior College Association (ED 178 112). Stressing the need for sex equity in the counseling of adult women students, Delores Parker outlines the development of such an approach and makes specific recommendations for enhancing the opportunities for women in higher education (ED 181 399).

Counselors need to be sensitive to the impact of discrimination on women's personal and work experiences in order to offer effective support and guidance. ERIC provides specific examples of the discrimination women face in a variety of areas. Jonah Churgin has done an extensive study of the barriers academic women must contend with in the book The New Woman and the Old Academe: Sexism and Higher Education (ED 176 667). Counseling and supportive services are presented as an important strategy for change. Maija Blaubergs looks at the way in which sex role stereotyping has been detrimental to the educational development of gifted girls (EJ 223 904). Recognizing the double discrimination faced by lesbians, Riddle and Sang examine the implications in the context of counseling (EJ 195 573). Carole Rayburn describes the experience of female seminary students within male oriented programs (ED 188 969), and Sakre Oller highlights the barriers that discourage women from entering public school administration (ED 173 932). An in-depth study of women entering the predominantly male business world can be found in an article by Kanter and Stein entitled "The Gender Pioneers: Women in the Industrial Sales Force" (AR).

*Importance of counselor awareness of effects of discrimination*

The development of specialized strategies and resources for counseling girls and women continues to expand. A handbook by Shirley Majchrzak on career counseling strategies for intermediate and high school women serves as a good example of the progress in this area (ED 177 389). The guide offers a wealth of ideas in addition to an extensive resource section. Peggy Motsch describes the use of peer social modeling as a way of helping girls explore traditional and nontraditional careers (EJ 223 182). "Recognizing and Combatting Sexist Job Interviews" by Laura Garrison is designed as a self-help guide to prepare women for the discrimination they may encounter when applying for jobs in nontraditional fields (EJ 227 414).

*Specialized strategies and resources for counseling girls and women*

In addition to the references in the ERIC system, the book Psychotherapy for Women: Treatment Towards Equality (AR), edited by Rawlings and Carter, is a comprehensive resource for working with women. This collection of articles discusses women's groups, assertiveness training, counseling strategies for lesbians and minority women, and a feminist approach to counseling. The illustrated guide to the dynamics of tokenism by Kanter and Stein, A Tale of "O": On Being Different in Organizations (AR), is a helpful resource for women entering nontraditional occupations.

Both the illustrated manual How to Decide for Women (AR) by Scholz et al. and Womanpower: A Manual for Workshops in Personal Effectiveness (AR) by Laura Manis offer information and exercises pertaining to values, decision-making, assertiveness, career planning and sex discrimination. An excellent guide for teaching assertiveness is the

book Responsible Assertive Behavior (AR) by Lange and Jakubowski, which also includes a chapter on the special needs of women.

Sexual harrassment has recently received attention as a problem for women in both traditional and nontraditional occupations. Counselors can learn more about this issue with books such as Sexual Shakedown: The Sexual Harrassment of Women on the Job (AR) by Farley and Stopping Sexual Harrassment: A Handbook (AR) by Clark.

Further resources and bibliographies specifically for girls and women are also available. Rita Costick et al., of the Far West Laboratory for Educational Research and Development in California, have compiled an extensive annotated bibliography on nonsexist career counseling for women (ED 158 213, ED 158 212). The first part includes a section of references on minority women. A wide range of materials on women and nontraditional programs has been submitted by Sonja Eveslage (EJ 227 233). The Women's Action Almanac (AR), published by the Women's Action Alliance, offers an extensive range of resources on numerous topics of concern to women. "A Knowledge Base for Counselors of Women" (AR) by Johnson and Scaiato is primarily a reading list of relevant books and articles on women.

*Further resources and bibliographies*

## STAFF DEVELOPMENT

It is essential to introduce counselors to the concepts of sex equity in a positive, nonjudgmental atmosphere. The focus on the negative impact of sex role stereotyping and

*Importance of a positive, nonjudgmental atmosphere*

discrimination needs to be balanced with strategies for change which include the staff themselves in problem solving. An approach which combines consciousness raising with factual information has usually been most effective in working with ingrained attitudes and bias. The ERIC collection of materials on staff development is extensive, including workshop packets and instructions.

*Combination of consciousness raising and factual information as training approach*

For an overview of staff development in the area of sex equity and vocational education, the National Center for Research in Vocational Education has an article by Mary Ellen Verheyden-Hilliard (ED 173 538). Martin and Terry recommend guidelines for sex equity in preparing educational personnel for career education activities (ED 177 332). In terms of counselor renewal in sex equality, Sundal-Hansen and Watt outline both the rationale and relevant programs (EJ 204 288).

Reviewing reports of actual inservice training programs can be helpful in obtaining ideas and discovering effective models. Charlotte Farris reports on a staff development program to reduce sex role stereotyping which was implemented in four New York state locations (ED 182 430). BORN FREE, described by Sunny Hansen, uses a collaborative training model with university counseling psychologists and field site teachers, counselors, and administrators (ED 150 493). Sheryl Barta's report on Project SERVES in Ames, Iowa stresses the importance of raising counselors' sensitivity to stereotyping and involving them as facilitators of change (ED 181 213). A training manual for a sex equity workshop is included along with surveys on staff attitudes and training needs.

*Examples of inservice training programs*

ERIC offers a number of workshop modules to choose from. The ASPIRE program (Awareness of Sexual Prejudice is the Responsibility of Educators) from Livonia, Michigan is one of the most extensive (ED 185 421, ED 185 420, ED 185 419, ED 185 418). This four-part module includes workshops in sex role socialization, sexism in education, evaluating instructional materials and strategies for change. Instructional materials are provided, and each workshop contains a number of participant activities.

*Variety of workshop modules*

"Achieving Sex Equity at Community Colleges: An In-Service Training Module on Recruiting and Retaining Students in Courses that are Nontraditional for their Sex" by Susan Miller contains worksheets and exercises throughout the workbook (ED 183 232). Nancy Taylor's workshop model is geared specifically to the fundamentals of sex fair counseling (ED 174 893). Further training guides for workshops on sex equity in vocational education and counseling have been developed by Deanna Chitayat et al. (ED 177 447) and Joyce Kaser et al. (ED 170 542). Learning how to facilitate the free choice of careers and behaviors based on a broad range of options is the objective for Janice Birk's module on "Providing Life/Career Planning for Women and Girls" (ED 140 206, ED 140 205). Pamela Colby's module shares the same objective, directed more specifically to young women of junior and senior high school age (ED 140 201).

In tune with the experiential learning approach, ERIC also supplies the instructions and materials for two simulated games that can be used for staff development. The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes) is

*Simulated games and experiential exercises*

intended for a group of twelve to fifteen participants (ED 183 736). The other simulated game, "CESSHEE: Conflicts in Eliminating Sex Stereotyping in Home Economics Education" by Charlotte Farris, is intended for the same size group (ED 182 535). Beyond Sex Roles by Alice Sargent (AR) is an excellent manual for training facilitators. It combines group exercises in sex role awareness with theoretical articles for further information. Additional resources on inservice training for sex as well as race equity can be found in an extensive annotated bibliography compiled by Marylin Hulme (ED 162 024). It contains articles, films, sample writings and guidelines and a special section on counseling.

## ASSESSMENT AND EVALUATION

*Assessment of areas for change and training*

A number of instruments have been designed and used for assessing counseling, vocational guidance and educational programs in terms of sex bias and sex fairness. Such assessments can be helpful in determining the areas which need to be targeted for staff training and change. They also serve as a means of recognizing the positive efforts already being made toward sex equity.

In 1978, a congressionally mandated study was conducted to assess nationwide the nature and extent of sex stereotyping and discrimination in vocational programs. Harrison and Dahl present the final report of this comprehensive study, which also investigated the efforts being made to reduce or eliminate inequities (ED 177 319).

An overview of the 1977 reports from the State Advisory Councils on Vocational Education includes a discussion of special programs for both women and sex equity (ED 166 548). Jack Kaufman et al. report on a 1979 study conducted in Idaho which assessed the degree of sex discrimination within vocational programs throughout the entire state (ED 171 968). All of these studies have included counseling and guidance when assessing the entire program.

In addition to national and state assessments, ERIC offers guidelines and instruments for assessing local programs. Zamost and Feldman from the Department of Education have devised a checklist of 125 questions, based on the federal and state regulations concerning equal educational opportunities for males and females (ED 170 307). An excellent replication handbook, prepared by Peter Dahl et al., describes procedures and questionnaires for conducting local research studies to assess sex equity (ED 177 318). Taking into account the needs of small rural school districts, Kathryn Scotten et al. have developed a tool for institutional self-evaluation, including a section on sex fair counseling and guidance (ED 173 905).

*Instruments for assessing local programs*

After newly designed sex fair approaches have been introduced into a program, evaluation measurements serve as a means of feedback to determine their impact and effectiveness. Gilbert and Waldroop, for example, describe their method of evaluating a procedure for increasing sex fair counseling (EJ 220 896). Patricia Romero conducted a field study evaluation of the learning materials developed by the Counselors Expanding

*Evaluation as a means of feedback*

Career Options (CECO) project (ED 179 895, ED 159 528). The actual assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) are available from the State University of New York in Utica (ED 186 670).

## IMPLICATIONS FOR COUNSELING AND GUIDANCE

*Recognition of progress to date*

The commitment to sex equity has received nationwide attention during the past decade. With federal legislation leading the way, many counseling and educational programs at state and local levels have examined their attitudes and practices. We can be encouraged by the progress made and inspired by the sex fair resources and projects developed thus far.

*Integration of principles of sex equity with practice*

The present is a crucial time in the transition from sex discrimination to sex equity. Counselors and educators must move beyond the stage of awareness to the integration of the principles of sex equity with their practice. They also need to continue to examine the effects of sex bias. There is a tendency, with challenges to our ideal image of fairness, to move too quickly toward the feeling of "resolution." By attending a workshop series on sex equity or initiating a sex fair program, we may feel that we have dealt with the problem. "I used to be biased, but I'm not anymore." Some also feel that whether or not the issue has been resolved, it has been exhausted and it's time to move on to other topics.

Genuine change, however, involves an ongoing process of growth and can be expected to produce times or stages of discomfort (ED 181 213). If we choose to avoid the discomfort involved in dealing with our prejudices by moving to quick "solutions," we also avoid the opportunity of making effective progress in these areas both socially and personally. We also have a responsibility to the students now exploring nontraditional fields, and to those presently participating in sex fair career education, to continue our work so that their expanding aspirations can be realized and supported.

*Change as an ongoing process*

Counselors and educators in some settings are still in the position of initiating sex fair practices. In other situations, they have the task of establishing programs and procedures which will endure beyond the "novelty" stage. In both cases, the sex fair counselor plays an important role as change agent (EJ 178 219, ED 186 714). At a practice level, counselors can be instrumental in expanding and supporting a range of career options beyond traditional boundaries of gender. With an increasing awareness of both women's and men's issues, counselors can be providers of resources and nonjudgmental support during this time of changing roles and behaviors. Through the use of skill building, counselors can teach decision-making and assertiveness, which have been neglected in the sex role socialization process. In the larger institution, counselors can participate in sensitizing parents, employers, teachers and administrators to the impact of sex discrimination and include them in the strategies for change.

*Counselors as change agents*

The process of developing sex equity in guidance and counseling has begun. The wealth of material available through ERIC reflects the resources and programs this issue has already generated. The next step is to integrate the knowledge with our practice and maintain an ongoing commitment.

## ADDITIONAL RESOURCES (AR)


Broverman, I., et al. Sex role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, February 1970, 34(1), 1-7.

Clark, E. Stopping sexual harrassment: A handbook. 1980. Available from Labor Education and Research Project, P. O. Box 20001, Detroit, MI 48220 ($2.50).

Farley, L. Sexual shakedown: The sexual harrassment of women on the job. New York: Warner Books, 1980.

Johnson, M., & Scarato, A. M. A knowledge base for counselors of women. Counseling Psychologist, 1979, 8(1), 14-17. Also available from the Counseling Center, University of California/Irvine, Irvine, CA 92717.

Kanter, R. M., & Stein, B. A. The gender pioneers: Women in an industrial sales force. In R. M. Kanter & B. A. Stein (Eds.), Life in organizations. New York: Basic Books, 1979.

_____. A tale of "O": On being different in organizations. New York: Harper and Row, 1980. Also reprinted in Ms., July 1980, IX(1), 58-61.

Lange, A., & Jakubowski, P. Responsible assertive behavior. Champaign, IL: Research Press, 1975.

Manis, L. Womanpower: A manual for workshops in personal effectiveness. Cranston, RI: Carroll Press, 1977.

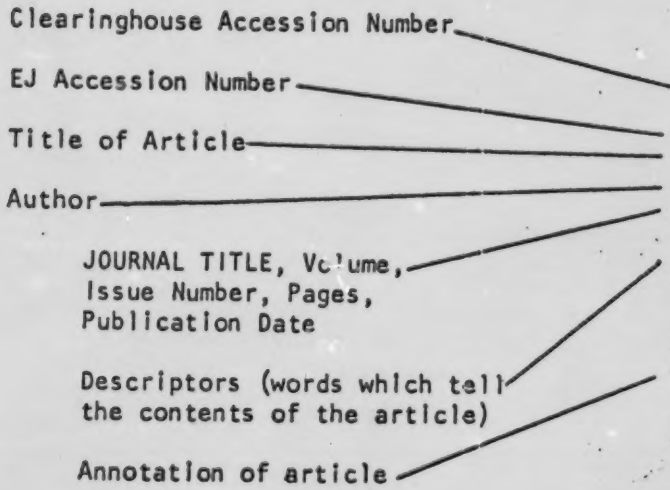
Rawlings, E., & Carter, D. (Eds.). Psychotherapy for women: Treatment towards equality. Springfield, IL: Charles C. Thomas, 1977.

Sargent, A. G. Beyond sex roles. St. Paul, MN: West Publishing Co., 1977.

Scholz, N. T., Prince, J., Sosebee, M., & Porter, G. How to decide: A workbook for women. New York: Avon, 1975.

Women's Action Alliance. Women's action almanac. New York: William Morrow and Co., Inc., 1980.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
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Title of Article
Author
JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
Descriptors (words which tell the contents of the article)
Annotation of article

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 21/5/1-147
DIALOG File1: ERIC - 66-80/Dec (Item 1 of 147) User 1210 29jan81

EJ228475 PS509703
**Sex Bias in Counseling and Psychotherapy.**
Smith, Mary Lee
Psychological Bulletin, v87 n2 p392-407 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Overall results of a meta-analysis of studies of sex bias in counseling or psychotherapy showed no bias against women or against nonstereotyped roles for women. (Author/DB)
Descriptors: *Adults/ *Counseling/ Counselor Attitudes/ *Counselor Characteristics/ Counselor Client Relationship/ Counselor Evaluation/ Counselor Role/ *Evaluation/ *Psychotherapy/ Research Problems/ *Sex Bias/ Sex Stereotypes
Identifiers: Critical Analysis

EJ227414 CG518978
**Recognizing and Combating Sexist Job Interviews.**
Garrison, Laura
Journal of Employment Counseling, v17 n2 p270-76 Jun 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); CLASSROOM MATERIAL (050)
This is a self-help guide for women in occupations in which sexist treatment has occurred. The career counselor can help a woman client prepare for a job interview with the sexism-recognition skills outlined. Counselors can work with employers to lower sexist barriers. (Author/BEF)
Descriptors: *Career Counseling/ Employment Counselors/ *Employment Interviews/ *Equal Opportunities (Jobs)/ *Females/ Job Applicants/ *Sex Bias/ Sex Discrimination

EJ227233 CE509806
**Women and Nontraditional Programs: A Compendium of Resources.**
Eveslage, Sonja A.
Journal of Studies in Technical Careers, v1 n2 p172-78 Win 1979
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
A wide range of resource material is available which explores various aspects of the problem of sex-role stereotyping. Much of this literature has applications in attracting women into nontraditional vocational-technical education programs. Readings are recommended concerning sexism in education, administrator resources, counseling material, and developer guides. (CT)
Descriptors: Administrator Guides/ Counseling Techniques/ *Educational Resources/ *Nontraditional Education/ *Resource Materials/ Sex Bias/ Sex Discrimination/ *Sex Stereotypes/ *Technical Education/ Vocational Education/ *Womens Education

EJ227204 CE509777
**Women and Minorities--Factors Influencing Career Decisions.**
Alden, Elaine F.; Selferth, Berniece B.
American Technical Education Association, Inc. Journal, v7 n5 p13-14 Mar-Apr 1980
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Discusses a 1978 study that grew out of the awareness of the extent to which females and minorities were entering educational programs leading to careers in technical fields. Points out that women and minority students do not receive material on these careers and that counselors should take a leadership role to remedy this problem. (JOW)
Descriptors: Career Choice/ Career Counseling/ Career Guidance/ *Females/ Information Dissemination/ *Minority Groups/ *Sex Bias/ *Sex Fairness/ *Sex Role/ Sex Stereotypes/ *Technical Education
Identifiers: Counselor Responsibility

EJ224940 CG518671
**Counsellor Bias in Occupational Choice for Female Students.**
Kahn, Sharon E.; Schroeder, Alana S.
Canadian Counsellor, v14 n3 p156-59 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
School counselors in British Columbia were asked to select three appropriate occupations for each subject in case studies. When the case study described a female, the counselors chose occupations that paid less and were more closely supervised. (Author)
Descriptors: *Career Choice/ *Career Counseling/ Case Studies/ *Counselor Attitudes/ Employed Women/ *Employment Level/ Foreign Countries/ School Counselors/ *Sex Bias
Identifiers: *British Columbia

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EJ223904 EC123469
**Sex-Role Stereotyping and Gifted Girls' Experience and Education.**
Blaubergs, Maija S.
Roeper Review, v2 n3 p13-15 Feb-Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
A review of the literature indicates that many parents, teachers, and counselors of the gifted continue to express sex stereotypes and reflect attitudes that are detrimental to the development of the abilities of gifted girls. (PHR)
Descriptors: Elementary Secondary Education/ Females/ *Gifted/ Literature Reviews/ Performance Factors/ *Sex Bias/ *Sex Role/ *Sex Stereotypes/ *Teacher Attitudes

EJ223436 CG518617
**Perceptions of a Sex-Fair Counselor and Her Client.**
Helms, Janet E.
Journal of Counseling Psychology, v26 n6 p504-13 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Results indicated that women anticipated they would feel more comfortable with counselors who facilitated nontraditional career exploration than did men. Women evaluated traditional and nontraditional clients similarly. Men evaluated the traditional client more favorably regarding academic achievement. (Author/BEF)
Descriptors: *Career Counseling/ Career Guidance/ *Counselor Attitudes/ *Counselor Client Relationship/ Counselors/ *Nontraditional Occupations/ *Perception/ Sex Differences/ *Sex Fairness

EJ223339 CG518520
**Females in Male Intensive Professions.**
School Counselor, v27 n4 p319 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Efforts by school counselors to encourage females to enter male intensive professions are reaping rewards. A recent survey documents a promising trend for females. Data can be shown to students and parents to encourage the movement of females into professions. (Author)
Descriptors: *Career Choice/ *Counseling Techniques/ *Females/ Higher Education/ *Professional Occupations/ *School Counselors/ Sex Fairness/ Trend Analysis



EJ223256 CG518437
**Helper Preference in Disadvantaged Students.**
Gordon, Myra; Grantham, Robert J.
Journal of Counseling Psychology, v26 n4 p337-43 Jul 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explored effects of race, racial self-designation, sex, and previous counseling experience on preferences of disadvantaged students. Results indicated a slight preference in all disadvantaged groups for a helper of the same sex, age, and race. There was a definite preference for a helper of the same social class background. (Author)
Descriptors: *College Students/ *Counselor Client Relationship/ *Disadvantaged/ *Helping Relationship/ Racial Differences/ Sex Bias/ *Social Background/ Social Class/ *Student Attitudes
Identifiers: *Preferences

EJ223182 CG518363
**Peer Social Modeling: A Tool for Assisting Girls with Career Exploration.**
Motsch, Peggy
Vocational Guidance Quarterly, v28 n3 p231-40 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study provides information to assist counselors in helping girls with career exploration. Peer social modeling, reinforcement, and practice of modeled behavior can help girls explore traditional and nontraditional careers and learn decision making. (JAC)
Descriptors: *Career Counseling/ Career Education/ *Counseling Techniques/ Education Work Relationship/ *Females/ *Group Counseling/ Nontraditional Occupations/ Peer Influence/ Secondary Education/ *Sex Bias
Identifiers: *Peer Modeling

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EJ223143 CG518324
**Counselor "Discrimination" Based on Client Sex: Reply to Donahue and Costar.**
Smith, Mary Lee; And Others
Journal of Counseling Psychology, v26 n3 p270-77 May 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Discusses research project by Donahue and Costar suggesting counselors evaluate and remedy bias toward women. Comments on possible problems with research imply the recommendation is unwarranted. Researcher maintains bias exists in career counseling. (JC)
Descriptors: *Career Counseling/ *Counselor Attitudes/ *Counselor Client Relationship/ Females/ Individual Characteristics/ *Research Problems/ Secondary Education/ *Sex Bias

EJ223014 CG518195
**Effects of Sex of Model and Media of Model Presentation on Skill Development of Counselor Trainees.**
Robinson, Sharon E.; And Others
Journal of Counseling Psychology, v26 n1 p74-80 Jan 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined effects of written v videotaped presentations and effects of model's sex on counselor trainee's production of counselor reacting response leads. Significant differences for qualitative measures were found for videotaped and written models over control. No differences between videotaped and written models or between model's sex were found. (Author/BEF)
Descriptors: *Counselor Training/ Counselors/ Multimedia Instruction/ *Sex Bias/ *Skill Development/ *Teaching Methods/ *Teaching Models

EJ221158 CG518093
**Sex Bias in Educational-Vocational Counseling.**
Harway, Michele
Psychology of Women Quarterly, v4 n3 p412-21 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); BIBLIOGRAPHY (131)
Literature pertinent to sex discrimination in educational and vocational counseling is reviewed. Among factors contributing to inequitable counseling are sex role socialization that clients bring to counseling, sex role attitudes and biases of counselors, deficiencies in counselor training, and shortcomings of tests used in counseling practice. (Author)
Descriptors: *Career Counseling/ *Counselor Attitudes/ Counselor Training/ Educational Counseling/ *Females/ *Sex Bias/ *Sex Discrimination/ *Social Bias

EJ221156 CG518091
**Sex Bias in Clinical Judgment: Later Empirical Returns.**
Davidson, Christine V.; Abramowitz, Stephen I.
Psychology of Women Quarterly, v4 n3 p377-93 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
Reviews research on sex bias in psychological evaluation and psychotherapy. The experimental analogue continues to dominate the literature and to return a resoundingly negative verdict. This evidence is often discounted on the grounds of the analogue's transparency and clinical impoverishment. (Author)
Descriptors: *Clinical Diagnosis/ *Counselor Attitudes/ Counselors/ *Evaluation/ Females/ *Psychological Studies/ *Research Problems/ *Sex Bias

EJ221067 CG518002
**Changes in Preferences for Male and Female Counselors.**
Walker, Elaine F.; Stake, Jayne E.
Journal of Consulting and Clinical Psychology, v46 n5 p1153-54 Oct 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Past studies indicated preference for male therapists. To test for changes since these studies, applicants for counseling and nonclient undergraduates completed university counseling service application that included question regarding preference for sex of therapist. More clients than nonclients expressed preferences. Results indicated a decrease in male counselor preferences. (Author/BEF)
Descriptors: College Students/ *Counselor Characteristics/ *Counselor Client Relationship/ Counselors/ Psychotherapy/ *Sex Bias/ *Student Attitudes

EJ220899 CG517834
**Influence of Model's Race and Sex on Interviewees' Self-Disclosure.**
Casciani, Joseph M.
Journal of Counseling Psychology, v25 n5 p435-40 Sep 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined how a model's personal characteristics and disclosure characteristics affect White interviewees' self-disclosures. Validity of Jourard's Self-Disclosure Questionnaire was investigated. Results showed that the model's race did not affect his/her behavior or ratings of models. Self-Disclosure Questionnaire showed subjects would disclose as much to Black or White counselors. (Author)
Descriptors: Counseling Techniques/ *Counselor Client Relationship/ Interviews/ *Racial Differences/ Role Models/ *Sex Bias/ *Socioeconomic Status/ White Students
Identifiers: *Self Disclosure Questionnaire

EJ220896 CG517831
**Evaluation of a Procedure for Increasing Sex-Fair Counseling.**
Gilbert, Lucia Albino; Waldroop, James
Journal of Counseling Psychology, v25 n5 p410-18 Sep 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Students were assigned to treatment or control sections of a university course in individual counseling to evaluate the effectiveness of procedures to increase sex-fair counseling. Effectiveness was evidenced by the experimental group's more liberal attitudes toward women's roles, greater sensitivity to sex bias, and more positive clinical evaluation of clients. (Author)
Descriptors: College Students/ *Counseling Effectiveness/ Counseling Techniques/ Counselor Attitudes/ *Counselor Client Relationship/ Females/ *Sex Fairness/ *Sex Role

EJ220889 CG517824
**Influence of Counselor Gender on Reactivity to Clients.**
Johnson, Marilyn
Journal of Counseling Psychology, v25 n5 p359-65 Sep 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explored male and female counselors' responses to male and female clients who expressed anger and depression. Multivariate analysis of variance produced two significant counselor-gender effects. Female counselors rated themselves as more empathic than did males. Females were rated as angrier than males. Results are discussed in terms of methodology. (Author)
Descriptors: *Counselor Attitudes/ Counselors/ Depression (Psychology)/ *Emotional Response/ Empathy/ *Patients/ *Sex Bias/ Sex Differences

EJ215669 CG517237
**The Validity of Sex-Balanced and Sex-Restrictive Vocational Interest Reports: A Comparison.**
Prediger, Dale J.; Lamb, Richard R.
Vocational Guidance Quarterly, v28 n1 p16-24 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The validities of two popular procedures for reporting interest inventory scores, one of which provides sex-stereotypic career suggestions, are compared in a longitudinal study of employed college graduates. Results of the study bear directly on the question of whether sex-restrictive interest reports can be justified on the basis of superior validity. (Author)
Descriptors: Adults/ Career Choice/ *Career Counseling/ Comparative Analysis/ *Interest Inventories/ *Sex Fairness/ Sex Role/ *Vocational Interests

EJ207784 CG516715
**Sexism in Education: A Bas la Difference.**
Kazalunas, John R.
College Student Journal, v13 n2 p160-66 Sum 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Can schools and counselors eradicate ingrained bias and fight superstitions? Sexism is alive and well in education and counseling, but changes can be made. The process might be long and slow but once educators disregard sex as a key in the assessment of ability, changes will come. (Author)
Descriptors: *Attitude Change/ *Bias/ *Change Strategies/ Counselors/ Elementary Secondary Education/ Higher Education/ Sex Bias/ *Sex Discrimination/ Students
Identifiers: Educators

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EJ204288 CG516506
**Counselor Renewal in Sex Equality.**
Sundal-Hansen, L. Sunny; Watt, Mary Ann
Counselor Education and Supervision, v18 n4 p271-87 Jun 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses sex equality, and documents continuing significance of sex bias issues and their relevance for counseling personnel. This article also presents a rationale for counselor renewal in sex equality, competency areas for renewal efforts, and programs relevant for each area of competency. (Author)
Descriptors: *Behavior Change/ *Counselor Attitudes/ *Counselor Training/ Counselors/ *Professional Continuing Education/ Psychological Patterns/ *Sex Discrimination/ *Sex Fairness

EJ202649 CE508364
**Sex Equity as a Unifying Theme in State Plans for Career Education, Vocational Education, and Counseling.**
Aiken, Carole C.; Tarasuk, Paul E.
Journal of Career Education, v5 n2 p100-09 Dec 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
After a brief overview of vocational education, vocational guidance, and career education the authors examine the state department of education framework as a unit for coordinating career education and sex equity efforts in vocational education and counseling. Connecticut's strategy is described as an example. (MF)
Descriptors: *Career Education/ *Career Guidance/ *Coordination/ *Educational Cooperation/ Government School Relationship/ *Nondiscriminatory Education/ Program Descriptions/ *Sex Fairness/ *State Departments of Education/ State Programs/ Vocational Education
Identifiers: Connecticut

EJ198696 SO507077
**Eliminating Sexism: A Challenge to Educators.**
Reilly, Mary Ellen
Social Education, v43 n4 p312-16 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explores effects of sexist curriculum materials in the classroom and challenges educators to encourage attitude changes regarding sex roles among teachers, counselors, administrators, and students. Also discusses a survey of elementary school students' attitudes toward sex role orientations. (Author/DB)
Descriptors: Educational Needs/ Educational Practices/ Elementary Secondary Education/ Females/ Males/ Sex Bias/ *Sex Role/ *Sex Stereotypes/ *Socialization/ *Student Attitudes/ Surveys

EJ195574 UD506718
**Psychotherapists' Attitudes toward Homosexual Psychotherapy Clients.**
Garfinkle, Ellen M.; Morin, Stephen F.
Journal of Social Issues, v34 n3 p101-112 Sum 1978
Reprint: UMI
Language: ENGLISH
Continued research into the sex-role expectations which therapists hold toward clients is an issue of particular relevance to the gay community. The training of psychotherapists should pay attention to both sex-role expectations and homosexual stereotypes as potential sources of bias in therapists' perceptions and evaluations of homosexual clients. (Author)
Descriptors: *Bias/ *Counselor Attitudes/ *Homosexuality/ *Psychological Evaluation/ *Psychotherapy/ Sex Bias/ Sex Role/ *Sex Stereotypes/ Sexuality/ Social Values

EJ195573 UD506717
**Psychotherapy with Lesbians.**
Riddle, Dorothy I.; Sang, Barbara
Journal of Social Issues, v34 n3 p84-100 Sum 1978
Reprint: UMI
Language: ENGLISH
Psychotherapeutic work with lesbians is confounded by both sexist and heterosexist factors. In this paper, three aspects of women's socialization--self-concept, feminine sex-role behavior, and sexuality--which have particular implications for lesbians, are discussed in terms of their implications in therapy. (Author/WI)
Descriptors: *Bias/ *Counselor Attitudes/ *Females/ *Homosexuality/ Interpersonal Relationship/ *Psychotherapy/ Sex Bias/ *Sex Role/ Sex Stereotypes/ Sexuality/ Socialization

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EJ184655 CG514758
**Toward a Model for Counseling the Culturally Different**
Meadows, Ferguson, B., Jr.
Journal of the NAWDAC, 41, 4, 153-5 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Purpose of the author's comments is threefold: assessing appropriateness of counseling process regarding culturally different clients; discussing several models of racism/sexism awareness training; addressing "recognition of real differences" counseling approach; and developing counseling model for culturally different persons/groups. (PD)
Descriptors: *Counseling/ *Cultural Awareness/ Models/ *Racial Attitudes/ Sex Bias/ *Sex Role/ State of the Art Reviews

EJ178219 RC502774
**Sex-Affirmative Counseling: The Counselor as Change Agent**
McLoughlin, Mary Ellen; Scott, Nan E
Tennessee Education, 7, 3, 21-7 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Sex-affirmative counseling requires: counselor self-exploration re: his/her mind-set toward sex-role stereotyping; awareness of the sex-role attitudes of the counselee re: perceived available alternatives; content analysis of counseling material re: blatant or subtle sex-bias; and affirmative moves by the counselor to explore discarded life options based on sex-role stereotypes. (JC)
Descriptors: *Affirmative Action/ *Androgyny/ *Change Agents / *Counseling Effectiveness/ *Counselors/ *Criteria/ Sex Bias/ Sex Role/ Sex Stereotypes
Identifiers: *Sex Affirmative Counseling

EJ169324 CG513278
**Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?**
Borgers, Sherry B.; And Others
Journal of the NAWDAC, 41, 1, 17-20 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The purpose of this study was to determine if high school counselors exhibit vocational female/male sex role stereotyping of high school students in traditional occupational fields. No overt sex bias was found. (Author)
Descriptors: *Career Choice/ *Counselor Attitudes/ *Helping Relationship/ Research Projects/ *School Counseling/ Secondary Education/ Sex Bias/ Sex Role/ *Sex Stereotypes

EJ167425 CG513120

66

**Examiner Sex Bias and Wechsler Intelligence Scale for Children Scores**
Back, Richard; Dana, Richard H.
Journal of Consulting and Clinical Psychology, 45, 3, 500 1977
Language: ENGLISH
The Wechsler Intelligence Scale for Children (excluding Mazes and Digit Span) was administered to 64 third-grade children, randomly selected for IQ. Female examiners elicited higher Full Scale IQ, Verbal IQ, Comprehension, Similarities, and Vocabulary scores from all children. (Author)
Descriptors: *Counselor Role/ Elementary School Students/ *Intelligence Tests/ *Interaction Process Analysis/ Research Projects/ Sex Bias/ *Sex Differences/ *Testing Problems/ *Test Reliability
Identifiers: *Wechsler Intelligence Scale For Children

EJ165594 CG512896
**Blaming the Mother: An Experimental Investigation of Sex-Role Bias in Countertransference**
Abramowitz, Christine V.
Psychology of Women Quarterly, 2, 1, 24-33 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Male and female therapists read bogus case descriptions of families in which a boy or girl was depicted as athletically incompetent or obese and unattractive, and rendered judgments of mother versus father blame and treatment need. Mothers were implicated in children's psychopathologies slightly more than fathers, but less than expected. (Author)
Descriptors: Bias/ *Counselor Attitudes/ *Interaction Process Analysis/ *Parent Child Relationship/ *Parent Role/ Psychopathology/ Research Projects/ *Role Perception/ Sex Bias / Sex Differences/ *Sex Role
Identifiers: *Countertransference

EJ154755 CG511986
**Counseling and Values in a Time Perspective**
Smith, Darrell; Peterson, James A.
Personnel and Guidance Journal, 55, 6, 309-317 1977
Language: ENGLISH
Smith and Peterson answer the question, "What are the common values and ethics that influence our practice?" Their searching analysis extends far beyond professional beliefs and extends into the influence of issues such as the space race, sexism, race relations, Viet Nam, and Watergate. (Author)
Descriptors: *Counseling Objectives/ Futures (Of Society)/ *Helping Relationship/ Sex Bias/ *Social Influences/ State Of The Art Reviews/ *Time Perspective/ *Values



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DIALOG File1: ERIC - 66-80/Dec (Item 32 of 147) User 1210 29jan81

EJ128678 SP504069
**Women's Studies Programs: Successful Input to Nonsexist Learning**
Osborn, Ruth H.
Journal of Teacher Education, 26, 4, 350-2 1975
Language: ENGLISH
Descriptors: Career Opportunities/ *Females/ *Feminism/ Graduate Study/ Group Counseling/ *Higher Education/ *Sex Bias / Sex Role/ Social Values/ *Womens Education/ *Womens Studies

EJ112275 CG508292
**Attitudes of Counselor Trainees Toward Three Client Groups**
Riggs, Ronald C.
Rehabilitation Counseling Bulletin, 18, 2, 78-82 1974
Language: ENGLISH
Biases which may affect counseling relationship have been found among rehabilitation personnel. The hiring of counselors from various minority groups is recommended as an interim solution. (Author/EK)
Descriptors: Attitudes/ *Bias/ College Students/ *Counselor Attitudes/ Counselor Evaluation/ *Rehabilitation Counseling/ *Research Projects/ Sex Bias/ Sex Differences/ *Trainees

ED189485 CG014510
**The Vocational Counseling Effects of the Occu-Sort on Junior and Senior High School Students.**
Jones, Lawrence K.
North Carolina State Univ., Raleigh.
1979 52p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ North Carolina
Journal Announcement: RIEDEC80
The impact of an occupational card sort, the Occu-Sort (O-S), on the thoughts and activities of rural, suburban, and urban junior/senior high school students was assessed to determine the sex bias/fairness of that card sort as a career interest inventory, as well as the reliability and validity of the occupational code structure. Participants were assigned to one of three groups: control, O-S activity, and SDS (Self Directed Search) activity. Subjects also completed the Vocational Preference Inventory (VPI), the Student Opinion Form (SOF), the Occu-Sort "Plus 3 Level" cards and Vocational Guidance Questionnaires 1, 2, and 3 (VGQ 1, 2, and 3). Results indicated that the O-S suggested more nontraditional occupations to the girls; there were no real differences between the O-S and SDS for boys. There was no difference between the O-S and SDS students in their ability to recall their three-letter code, but the O-S students could name the letters better and evidenced a better understanding of Holland's theory. Over time, O-S occupational codes and concurrent and construct validity remained moderately stable. (Author/HLM)
Descriptors: Adolescents/ Career Counseling/ *Career Exploration/ Comparative Analysis/ *Interest Inventories/ Occupational Information/ Secondary Education/ *Sex Fairness/ *Test Validity/ *Vocational Interests
Identifiers: *Occu Sort/ *Self Directed Search

# FORMAT OF
# RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number

ERIC Document Number (ED#)

Title of Document

Sponsoring Agency (Organization responsible for the report)

Date Published

EDRS Price *

Descriptors (words which tell the contents of the document)

Abstract of Document

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Publ. Date: 30 Jun 74 Note: 27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

DIALOG File1: ERIC - 66-80/Dec (Item 35 of 147) User 1210 29Jan81

ED189457 CE026160
**How to...Strategies for Sex Equity. "The Role of the Counselor."**
Stiegler, C. B.
Northern Kentucky Univ., Highland Heights.
1980 77p.; For related documents see CE 026 161-162.
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S. Kentucky
Journal Announcement: RIEDEC80

This monograph is designed to motivate and assist Kentucky guidance counselors in fulfilling their role in achieving sex fair vocational education. Section 1 describes the status of vocational education in Kentucky and the United States. These areas are covered: changing roles of men and women, composition of the labor force, undersupply of qualified workers for nontraditional occupations, enrollment figures, and summary of a sex bias analysis. The focus of section 2 is the counselor's role in sex fair vocational education. These responsibilities are discussed: (1) knowing and complying with the law, (2) examining personal attitudes and counseling practices, (3) screening tests for sex bias, and (4) developing and collecting materials and resources. Section 3 presents eight strategies and techniques relating to various facets of sex equity in guidance and counseling work: Analysis of Sex Equity in Counseling; Checklists for Selection of Sex Fair Measurement Devices, Evaluating Career Interest Inventories, Evaluation of Counseling Materials, and Evaluation of Grievance Procedures; Techniques for Recruitment of Nontraditional Students; Grievance Form; and Suggested Action Steps for Counselor's Support of Sex Fair Education. Section 4 summarizes legislation concerning sex fair employment and vocational education. A list of sources for sex equity resource materials is appended. (YLB)

Descriptors: Adult Vocational Education/ *Career Counseling/ Career Guidance/ *Counseling Techniques/ Counselor Attitudes/ *Counselor Role/ Educational Legislation/ Educational Policy/ Federal Legislation/ Females/ Males/ Material Development/ Media Selection/ Nontraditional Occupations/ Postsecondary Education/ Resources/ *School Counselors/ Secondary Education/ Sex Discrimination/ *Sex Fairness/ Sex Role/ Student Recruitment/ Test Bias/ Test Selection/ *Vocational Education

Identifiers: Kentucky/ United States

ED189428 CE026064
**Research Paper: Sex Role Stereotyping in Vocational-Technical Courses in the High School.**
Cohen, Jerry
.7198. 32p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEDEC80

This paper reports research to discover causes of sex stereotyping in the school. Part 1 sets forth the major goals of the research. In part 2 are summarized state and local projects, curriculum, inservice, research report, and organizations which formed the theoretical basis of the research. All have resulted in successful improvement strategies for sex fairness in vocational classes. Part 3 reviews research and professional literature dealing with (1) understanding attitudes of students who are or are not entering vocational classes and (2) the role of the counselor in directing students into vocational classes. Part 4 is a summary of the review. It also sets forth these positive steps toward reducing and/or eliminating sex-role stereotyping in vocational-technical courses: vocational guidance and counseling, programming and course selection, inclusion of career guidance in the curriculum of the school at all grade levels, equality of opportunity to learn about the world of work, and cultural democracy in classroom management and teaching. (YLB)

Descriptors: Career Counseling/ Career Guidance/ Classroom Techniques/ *Counselor Role/ Cultural Awareness/ Educational Research/ Equal Education/ Females/ *Nontraditional Occupations/ Program Improvement/ Secondary Education/ Sex Bias/ *Sex Fairness/ Sex Role/ *Sex Stereotypes/ *Student Attitudes/ Teaching Methods/ Technical Education/ *Vocational Education

ED189348 CE025717

**Project: Strategies for Sex Fairness. Counselor--Encouraging Non-Traditional Options.**

Mook, Corena; Legg, Marilyn

Kansas State Univ., Manhattan. Coll. of Education.

32p.; Not available in paper copy due to colored paper. For related documents see CE 025 705-706 (student instructional packets); CE 025 707-716 and CE 025 719-722 (inservice packets); and CE 025 729 (outreach packet). Not all packets in this series are in ERIC; for full listing available from the publisher see any packet.

Sponsoring Agency: Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Available from: Dr. Frank Siapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S./ Kansas

Journal Announcement: RIEDEC80

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers. Materials are included for self-checks by counselors of their own attitudes in responding to typical counseling situations. Contents include a leader's script (materials to be presented), three transparency masters, five handout masters, answer sheets, and a class discussion guide for use with two counseling case studies. Topics covered include work life expectancy, Education Amendments of 1972 and 1976 (Title IX and Title II), responsibilities of counselors employed in educational settings, and recognizing sexist and nonsexist behavior. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

Descriptors: *Career Guidance/ *Counselor Role/ Counselor Training/ Educational Legislation/ Federal Legislation/ Inservice Education/ Legal Responsibility/ Lesson Plans/ Postsecondary Education/ Secondary Education/ *Sex Fairness/ *Sex Stereotypes

Identifiers: Education Amendments 1972/ Title II Education Amendments 1976

ED188969 S0012660

**Some Reflections of a Female Seminarian: Woman, Whither Goest Thou?**

Rayburn, Carole A.

1 Sep 1979 8p.; Paper presented at the American Psychological Association Convention (New York, NY, September 1, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S./ Michigan

Journal Announcement: RIENOV80

This paper examines the attitudes and behavior of male students and teachers toward female seminary students. The purpose is to determine the extent to which female students are accepted as being equal to male seminary students. Data are based on experiences of female students in two Protestant seminaries--one in a cosmopolitan capital city and one in a small university town. Review of historical and current seminary enrollment figures reveals only a small minority of female students. For example, one seminary belonging to a traditional religion in which women are allowed to function as unordained but paid staff ministers has graduated thousands of male seminarians and only five female seminarians since 1950. Indications of bias against female seminarians include failure of professors to address female students, sexist reading material, narrow and sexist interpretations of Biblical precepts regarding women, attitudes among male seminarians that women should not be ministers, and failure of teachers and administrators to recommend qualified female seminary students for job interviews. Findings indicate that religious education has not kept pace with the secular world in providing necessary advances on behalf of women. The conclusion is that seminaries would improve their treatment of women if they offered equal opportunity for all graduates, employed non-sexist language, provided special counselors for women, and offered courses on the psychology of women. (DB)

Descriptors: Beliefs/ *Church Related Colleges/ Dogmatism/ Educational Needs/ *Females/ Higher Education/ *Hostility/ Negative Attitudes/ Protestants/ Resentment/ Sex Bias/ *Sex Discrimination/ Student Characteristics/ *Theological Education

DIALOG File1: ERIC - 66-80/Dec (Item 39 of 147) User 1210 29jan81

ED188656 JC800195
**Factors Influencing Choice of Technical Careers by Women and Minorities.**
*Alden, Elaine F.; Selferth, Berniece B.*
27 Jul 1979 13p.; Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group for Community/Junior College Research, North Central States (9th, Ann Arbor, MI, July 27, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ Illinois
Journal Announcement: RIENOV80
According to recent studies, occupational sexism is as common today as it was at the turn of the century. A major cause may be long-standing stereotypes of role expectation, which teach students that many economic and social roles are differentiated by gender alone. In order to determine those factors most influential in career decision-making, a questionnaire was administered to 1470 students at 16 Illinois community colleges. Of the respondents, 58.9% were from urban or suburban areas and 42.1% from a rural area or small town; 53.4% were under 21 years of age; 65.6% had been in the upper half of their high school class; and 79.7% were White. Of the technical majors, 59.7% were Males and 78.6% were White. The majority of the respondents had acquaintances in their chosen career field, and high percentages of the White and Male sub-groups had role models of their sex and race. When asked to classify occupations as male/female or white/minority, respondents tended to classify few occupations along racial lines, but many according to sex. When asked to rank order persons having the most influence on their career choice, the total population and most of the sub-groups ranked Parents as the most influential, followed by Friends/Classmates, Teachers, Counselors, and Siblings. As expected, Whites and Males preferred vocational courses to a greater extent than Females and Non-whites. The implications of these findings for community colleges are discussed. (AYC)
Descriptors: Age/ *Career Choice/ *Community Colleges/ Family Influence/ *Females/ Males/ *Minority Groups/ Nontraditional Occupations/ Parent Influence/ Peer Influence/ Role Models/ Sex Bias/ Sex Role/ *Social Influences/ Teacher Influence/ Technical Occupations/ Two Year Colleges/ *Two Year College Students/ Vocational Education/ White Students

ED188345 EA012804
**Minnesota Women & Education.**
Council on the Economic Status of Women, St. Paul, Minn.
Nov 1979 31p.; Sixth in a series.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Geographic Source: U.S./ Minnesota
Journal Announcement: RIENOV80
This report examines the educational status of Minnesota women in all public institutions, with emphasis on the effect of education on women's economic status. It addresses both the amount and kind of education women receive and to what extent educational systems are adapting to the changing needs of women. The book is divided into discussions of females on three educational levels: elementary secondary education, higher education, and vocational education. Survey results are used throughout to point up the place of females as compared to males in the educational system. A brief discussion is offered of older students, many of whom are women. Among the many recommendations offered by the book is that state and federal laws prohibiting sex discrimination, sex bias, and sex stereotyping be vigorously enforced. Also, explicit recognition of the changing roles of women and economic implications of educational and employment choices should be provided in recruitment, admissions, counseling, and educational materials. (Author/LD)
Descriptors: Economic Status/ Educational Status Comparison/ Elementary Secondary Education/ *Equal Education/ *Females/ Higher Education/ Older Adults/ School Statistics/ Sex Bias/ *Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ Statistical Surveys/ *Vocational Education/ *Womens Education
Identifiers: *Minnesota

DIALOG File1: ERIC - 66-80/Dec (Item 41 of 147) User 1210 29jan81

ED188058 CG014454

**A Paraprofessional Training Program for Supportive Counseling with Women. Final Report, September 1, 1976 through August 31, 1977.**

Hood, Kay E.; Butler, Robert R.

Nebraska Univ., Omaha.

31 Aug 1977 34p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Grant No.: G007605081

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./ Nebraska

Journal Announcement: RIENOV80

Result are summarized of a one-year pilot project to develop, implement and evaluate a paraprofessional counselor training model, which combines the psychology of women with basic helping skills. Supervised counseling experience gained through role playing and individual projects is also described. The goals of the program were to enable participants to: (1) recognize their own sex bias; (2) develop support strategies for women through counseling and communication skills; (3) use professional resources in educational and career planning and personal counseling; and (4) recognize personal limitations. Program evaluation discusses pre/post testing of participants' attitude change as well as feedback concerning the effectiveness of the program. Revisions to the model program are suggested. The appendix contains the revised course syllabus. (Author/NRB)

Descriptors: *Communication Skills/ *Counselor Training/ Course Descriptions/ *Females/ Higher Education/ Models/ Needs Assessment/ *Paraprofessional Personnel/ Pilot Projects/ Program Evaluation/ Sex Bias/ *Skill Development/ Student Personnel Services/ *Training Methods

Identifiers: *Support Systems

ED187935 CE025636

**Military Curricula for Vocational & Technical Education. Equal Opportunity and Treatment Classroom Course 17-9.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

30 May 1978 735p.; Parts of this document will not reproduce well due to broken type. For a related document see CE 025 635.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

EDRS Price - MF04/PC30 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S./ Ohio

Journal Announcement: RIENOV80

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB)

Descriptors: Behavioral Objectives/ Behavior Change/ *Conflict Resolution/ *Counselor Training/ Course Descriptions / Cultural Differences/ Curriculum Guides/ Decision Making/ Ethnic Bias/ Ethnic Discrimination/ *Group Dynamics/ Human Services/ Individual Development/ Interviews/ Leadership/ *Leadership Training/ Learning Activities/ Postsecondary Education/ Problem Solving/ Professional Development/ Questioning Techniques/ Racial Bias/ Racial Discrimination/ Secondary Education/ Sex Bias/ Sex Discrimination/ *Social Action/ Social Attitudes/ *Social Bias/ Values Clarification/ Vocational Education/ Workbooks

Identifiers: Group Managers/ Military Curricula

ED187893 CE025545
**Summary of Results and Handbook of Ideas to Reduce Sex Stereotyping in Vocational Education and Students' Career Choices.**
Lynch, Maureen V.
Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.
Jun 1979 194p.
Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIENOV80
This final report of Project OPTION (Opening People to Increasing Opportunities Now) is also a handbook including methods used in the project and suitable for replication. The first section outlines the design of the project, whose goals were to reduce the influence of sex-role stereotyping on students' career choices, increase awareness of negative consequences of sex bias, and promote sex-fair and sex-affirmative teaching strategies and programs. In the next section results of three surveys of attitudes and career/life plans are presented: initial survey of middle school students; attitudes-toward-sex-roles survey of eighth-grade students, their parents, and teachers; and comparison of traditional and non-traditional students toward sex roles and life and career plans. The third section presents strategies for reducing sex-role stereotyping and increasing awareness of career options--activities for middle school students, inservice teacher training models, strategies for counselors, strategies for administrators, involving parents, involving employers and community groups, suggested activities for high school students, and publicity strategies. The fourth section contains a step-by-step account of how to set up a resource center. Enrollment statistics and results of a final questionnaire are then presented. Final sections include planned followup activities and conclusions. Sample project materials and surveys are appended. (YLB)
Descriptors: Attitude Measures/ *Career Awareness/ *Career Choice/ Career Planning/ Learning Activities/ Middle Schools/ *Nontraditional Occupations/ Parent Attitudes/ Questionnaires/ Secondary Education/ Sex Bias/ *Sex Fairness/ Sex Role/ *Sex Stereotypes/ Student Attitudes/ Surveys/ Teacher Attitudes/ *Teaching Methods/ Vocational Education
Identifiers: Project OPTION

ED187875 CE025312
**Sex Bias Barriers to Vocational Education Enrollment. Final Report.**
Brown, Judy Palmer; And Others
Oklahoma State Dept. of Education, Oklahoma City. Div. of Vocational-Technical Education.
Feb 1980 89p.
Sponsoring Agency: Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Oklahoma
Journal Announcement: RIENOV80
Government: State
A study was conducted to identify barriers and develop programatic strategies necessary to overcome those barriers that deter both male and female students from enrolling in vocational education programs of their choice. The study utilized a modified delphi technique to collect the perceptions of the sample groups wanting to enroll in contraditional vocational programs. The target groups included students, parents, teachers, counselors, administrators, and employers. Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of feminity or masculinity; (2) parent pressures, resistance, and traditional expectations; (3) peer pressure by ridicule, isolation, alienation, or exclusion; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex. (Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are reported along with suggested strategies for overcoming selected barriers. The survey instruments are appended.) (LRA)
Descriptors: Administrator Attitudes/ Counselor Attitudes/ Educational Research/ Employer Attitudes/ Females/ Males/ Parent Attitudes/ *Sex Bias/ Sex Role/ *Sex Stereotypes/ Student Attitudes/ Teacher Attitudes/ *Vocational Education
Identifiers: Oklahoma

DIALOG File1: ERIC - 66-80/Dec (Item 45 of 147) User 1210 29jan81

ED187369 JC800288
**Equity Counseling for Community College Women.**
Eliason, Carol
American Association of Community and Junior Colleges, Washington, D.C. Center for Women's Opportunities.
1979 29lp.
Sponsoring Agency: Women's Educational Equity Communications Network, San Francisco, Calif.
Available from: EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($6.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120); COLLECTION (020)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEOCT80
Articles written by women educators and counselors are provided with accompanying resource information in this five-part monograph which focuses on the need for and the implementation of sex equity vocational counseling at community colleges. Part I examines the role the counselor can play in eliminating the effects of sex stereotyping on the occupational decisions made by women and in making occupational training available to women in areas traditionally dominated by men. Part II discusses the institutional commitment needed to provide sex equity counseling in terms of programs and services, and Part III examines the special needs of various target populations, including minorities, middle-aged women re-entering the job market, displaced homemakers, and welfare recipients. Part IV explores various techniques that can be used in implementing sex equity, including group counseling, workshops, awareness training, life/work planning, community activities and clubs, computerized career counseling, and granting college credit for homemaking and volunteer work experience. Part V describes the exemplary counseling programs and services provided for women students at six community colleges. A bibliography of materials of interest to students, counselors, and administrators is appended. (JP)
Descriptors: Adult Students/ Allied Health Occupations Education/ *Career Counseling/ Career Planning/ College Credits/ College Role/ *Community Colleges/ Community Involvement/ Counseling Techniques/ Counselor Role/ Demonstration Programs/ Displaced Homemakers/ Engineering Technology/ Equal Opportunities (Jobs)/ Experiential Learning/ *Females/ Group Counseling/ Minority Groups/ *Nontraditional Occupations/ Reentry Students/ *Sex Fairness/ Sex Stereotypes/ Two Year Colleges/ Welfare Recipients

ED186807 CG014392
**The Vocational Educator's Role: Outlines and Participants' Materials for Application Sessions for Vocational Educators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Bulletin No. 0187.**
Kaser, Joyce; And Others
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Sep 1978 195p.; For related documents see CG 014 321-26 and ED 155 498-508.
Sponsoring Agency: Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Contract No.: 300-76-0456
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEOCT80
Government: Federal
The session outline and accompanying participant materials in this guide comprise one component of a multicomponent workshop developed to help implement Title IX of the Education Amendments of 1972, written to attain sex equity in schools. The guide includes an overview of the workshop package which consists of five three-hour sessions: three generic sessions designed to provide general information to all participants, and two application sessions designed to provide specialized information to persons with differing professional roles. Areas of discussion include: consideration of the need for Title IX; review of the Title IX regulation and grievance process; examination of the application of the Title IX regulation to job functions of various groups of education personnel; and an overview of the change process, including an opportunity for participant action planning. This manual outlines detailed application sessions for vocational educators, and includes discussions of the session population, objectives, time and materials needed, facilities and equipment, and personnel and their preparation. A suggested script and step-by-step instructions for workshop facilitators are followed by a package of participant materials for the two sessions. (Author/NRB)
Descriptors: Career Counseling/ Elementary Secondary Education/ *Nondiscriminatory Education/ Nontraditional Occupations/ *Sex Fairness/ Sex Role/ *Staff Development/ *Teacher Workshops/ Training Methods/ Vocational Directors/ Vocational Education/ *Vocational Education Teachers/ Workshops
Identifiers: *Title IX Education Amendments 1972

DIALOG File1: ERIC - 66-80/Dec (Item 47 of 147) User 1210 29jan81

ED186800 CG014367
**Resource Guide for Sex Equity in Vocational Counseling.**
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
.7199. 114p.
Sponsoring Agency: Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEOCT80
This resource guide is designed to assist educational personnel is increasing sex equity in vocational guidance and counseling programs by identifying and eliminating sex bias and sex stereotyping, factors which constrict career options and the choice process. Included are a combination of articles, books, research reports, audiovisual materials, staff training materials, organizations, and directory lists. The references were collected from a variety of sources, including ERIC, federal and state research and training projects, and private and governmental agencies. Topics addressed by these resources focus on: (1) staff development; (2) career materials oriented to students; (3) research reports; (4) self-help materials; (5) legislation; (6) sexist language and sex bias; and (7) state and federal organizations. Each reference is annotated and, where possible, includes ordering and cost information. (Author)
Descriptors: Career Choice/ *Career Counseling/ *Discriminatory Legislation/ Elementary Secondary Education/ *Guidance/ *Resource Materials/ School Personnel/ Sex Discrimination/ *Sex Fairness/ *Social Bias/ Staff Development

ED186714 CE025303
**Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models. Research and Development Series No. 147.**
Campbell, Robert E.; And Others
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
May 1978 267p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-020
Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($11.80)
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEOCT80
This handbook presents management techniques, program ideas, and student activities for building comprehensive secondary career guidance programs. Part 1 (chapter 1) traces the history of guidance to set the stage for the current emphasis on comprehensive programs, summarizes four representative models for designing comprehensive programs, and cites additional models. Part 2 (chapters 2-7) identifies specific student practices for building a comprehensive program. Each chapter is organized into (1) narrative, with definition, rationale for use, summary appraisal of practices, and full description of an illustrative practice; (2) ten abstracts of practices, showing range, types available, costs; (3) additional practices; and (4) references. Chapter 2 focuses on curriculum-based practices--a broad approach to delivering career guidance practices. Chapters 3-5 present individual practices geared primarily to one developmental area. Titles are Self-Understanding and Occupational Knowledge Practices; Career Exploration and Decision-Making Practices; and Placement, Follow-Up, Follow-Through, and Employability Skills Practices. Chapter 6 addresses the needs of women and special sub-populations. Chapter 7 concerns computer-based career guidance practices. Part 3 (chapter 8) discusses the implementation of programs and practices under these topics: change agent roles for counselors, a seven-step strategy for effecting change, and a review of roadblocks to change. (YLB)
Descriptors: Abstracts/ Career Education/ Career Exploration / *Career Guidance/ Change Strategies/ Computer Oriented Programs/ Decision Making/ Delivery Systems/ Disabilities/ Employment Potential/ Followup Studies/ Guidance Programs/ Integrated Curriculum/ Job Placement/ Job Skills/ *Learning Activities/ *Models/ Occupational Information/ Program Administration/ *Program Development/ Program Evaluation/ *Program Implementation/ Secondary Education/ Self Concept/ Sex Fairness/ Student Placement/ *Systems Approach

DIALOG File1: ERIC - 66-80/Dec (Item 49 of 147) User 1210 29jan81

ED186671 CE025188

**The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education.**

Ott, Mary Diederich; And Others

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Mar 1980 196p.; For related documents see ED 163 198 and ED 166 410.

Sponsoring Agency: New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Grant No.: VEA-79-3A-755GS

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ New York

Journal Announcement: RIEOCT80

An expanded analysis of factors related to sex-role stereotyping in New York State (which were identified in phase 1) was conducted in the second (final) phase of the project. (See Note for report on phase 1.) Data were collected by surveying occupational education students--generally 11th and 12th graders--in selected programs in the trade, industrial, and service areas; 10th graders in general high school courses; parents; teachers; and counselors. Tenth grade survey results indicated that 33% of boys and 55% of girls considered (although few actually planned to take) nontraditional courses, and ways to encourage nontraditional course choice differed for girls and boys. Surveys of occupational education students showed that fathers were more helpful to boys than girls in traditionally male programs, and students perceived parents' sex-stereotyped attitudes toward programs. Counselor and teacher survey findings indicated all but one of forty-six teachers were in fields traditional for their sexes, most teachers and counselors had not attended sex-equity workshops, 90% felt boys and girls should be encouraged to take nontraditional courses, and a positive association existed between a teacher's personal efforts to increase nontraditional enrollment and presence of nontraditional students in the instructor's classes. (Survey instruments are appended.) (YLB)

Descriptors: *Career Choice/ Counselor Attitudes/ *Enrollment Influences/ Enrollment Trends/ *Nontraditional Occupations/ Parent Attitudes/ Secondary Education/ Sex Discrimination/ *Sex Fairness/ *Sex Stereotypes/ Social Discrimination/ Student Attitudes/ Surveys/ Teacher Attitudes/ *Vocational Interests

Identifiers: New York

ED186670 CE025144

**Methods and Instruments Used for Evaluating Project MOVE Courses. Project MOVE (Maximizing Options in Vocational Education).**

State Univ. of New York, Utica.

1980 70p.; For related documents see CE 023 593, CE 023 595, CE 024 111-112, and CE 024 114-115.

Available from: SUNY College of Technology, Department of Vocational Technical Education, 811 Court Street, Utica, NY 13502 ($1.50).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEST, QUESTIONNAIRE (160); EVALUATIVE REPORT (142)

Geographic Source: U.S./ New York

Journal Announcement: RIEOCT80

This packet contains assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) graduate-level courses. (Courses are offered over a two-semester period to vocational educators, administrators, and counselors.) An introduction discusses evaluation methods and presents a chart listing sources of data collection. The chart also indicates the use of each source of data in respect to summative evaluation of course effectiveness, formative evaluation of teaching and materials, and initial assessment of classes' and class members' implementation of the evaluation component of course content. Each instrument is preceded by an explanatory sheet that describes the instrument, gives its purpose, and may discuss reliability and validity. Answer sheets, scoring keys, and examples are provided as necessary. Contents include pre- and post-attitude measures (What Do You Feel, Class Participants' Questionnaire), behavior measures (checklists for student, counselor, and administrator), knowledge measures (Quick Quiz on Title IX, Title IX or Title II Quiz, Changing Work Force and Family Quiz), Youth Group Survey (Attitudes and Knowledges), Evaluation Activities Performed by Class Members, Learning Packet Logs, Learning Packet Self Assessment, and Assessment of Course Materials (Project Status Report, Group Growth Evaluation Form, Class Evaluations, Course Evaluation, Follow-up School Progress Report, and Enrollment Figures). (YLB)

Descriptors: Attitude Change/ *Attitude Measures/ *Behavior Change/ Check Lists/ Enrollment/ Evaluation Methods/ Females/ Formative Evaluation/ Graduate Study/ *Higher Education/ Instructional Materials/ Males/ Measures (Individuals)/ Outcomes of Education/ Pretests Posttests/ Professional Development/ *Program Effectiveness/ Questionnaires/ Self Evaluation (Individuals)/ *Sex Fairness/ Sex Role/ Sex Stereotypes/ Summative Evaluation/ Surveys/ Teacher Improvement/ *Vocational Education

Identifiers: Project MOVE

DIALOG File1: ERIC - 66-80/Dec (Item 51 of 147) User 1210 29jan81

ED186635 CE024881
**Career Education, 1978-79.**
Buffington (Thomas) and Associates, Washington, D.C.
1979 231p.; Not available in paper copy due to small print. For a related document see ED 178 721.
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Contract No.: 300-78-0237
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-02069-6)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEOCT80
This catalog of materials collected from projects funded for fiscal year 1978 by the Office of Career Education includes ideas and information for educational practitioners and others interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Ninety articles are divided into these four major sections: Classroom (26), Community Resources (24), Counseling and Guidance (21), and Management (19). The narrative section of each article describes the project/program and/or materials and ideas developed and may present representative or sample activities, instructional materials, or unit plans. An "Indicator" at the end of the narrative identifies the sources, cities, and states from which the subject matter was taken. "Locator pages" at the end of the catalog list alphabetically by state the names and addresses of all fiscal year 1978 project directors and the titles of each project. An index is provided to allow quick reference to a specific topic. (YLB)
Descriptors: Adult Education/ Apprenticeships/ Career Awareness/ Career Counseling/ *Career Development/ *Career Education/ Career Exploration/ *Career Guidance/ Class Activities/ Community Resources/ Competency Based Education/ Cooperative Programs/ Coordination/ Disabilities/ Elementary Secondary Education/ *Exceptional Persons/ Experiential Learning/ Federal Programs/ Fused Curriculum/ Inservice Teacher Education/ Internship Programs/ Parent Participation/ Postsecondary Education/ *Program Administration/ Program Improvement/ School Business Relationship/ *School Community Relationship/ Self Concept/ Sex Fairness/ Work Experience
Identifiers: Experience Based Career Education

ED186480 TM800200
**Alternatives to Sex-Restrictive Vocational Interest Assessment.**
Prediger, Dale J.; Johnson, Richard W.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
May 1979 45p.; The table on pages 36-41 contains small print.
Report No.: ACT-RR-79
Available from: ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($1.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); REVIEW LITERATURE (070)
Geographic Source: U.S./ Iowa
Journal Announcement: RIESEP80
Recent research is summarized on interest assessment procedures as it bears on the issue of sex restrictiveness. Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Separate consideration is given to basic interest scales and to occupational scales. For basic interest scales, results are summarized for 15 recent validation studies which support the use of interest scores that are not sex restrictive. Such scores can easily be obtained for traditional scales that assess basic interests. Alternatives to traditional, sex-restrictive occupational scales are reviewed, including the use of cross-sex scale , combined-sex scales, cluster scales, and sex-balanced scales. Normative and correlational data are presented as aids in mitigating sex restrictiveness in existing occupational scales, and the value of placing greater emphasis on basic interest scales is illustrated. For both basic interest scales and occupational scales, primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses form males and females and provide males and females with similar vocational suggestions. Reliability and validity for the Unisex Act Interest Inventory (UNIACT) are summarized. (Author/BW)
Descriptors: Career Counseling/ Higher Education/ High Schools/ *Interest Inventories/ Sex Fairness/ *Sex Stereotypes / Test Interpretation/ *Test Validity/ *Vocational Interests
Identifiers: Unisex Act Interest Inventory

DIALOG File1: ERIC - 66-80/Dec (Item 53 of 147) User 1210 29jan81

ED186049 JC790534
**Identification and Elimination of Sex Stereotyping and Sex Bias in Vocational Guidance and Counseling at Piedmont Virginia Community College: Annual Report.**
Tulloch, Jacquelyn B.
Piedmont Virginia Community Coll., Charlottesville, Va.
20 Jul 1979 30p.; Appendices E, F, H, and K were deleted due to irreproducibility
Sponsoring Agency: Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ Virginia
Journal Announcement: RIESEP80
The OPTIONS Project was undertaken at Piedmont Virginia Community College (PVCC) to identify and eliminate sex stereotyping in vocational guidance. As part of this effort, a series of workshops was held that resulted in a heightened sensitivity, on the part of counselors, to sex stereotyping and greater awareness of the problem in the college at large. Another component of the project resulted in the evaluation of career resource materials at the career library and the development of a procedure for assessing new materials as they are added to the collection. Additionally, the project sought to investigate the causes of math anxiety and explore ways of eliminating it. Efforts in this area included a one-day workshop and two seminars for counselors and instructional staff that focused on reducing math anxiety, as well as the piloting of an open math lab and the development of support materials. Finally, in order to achieve objectives related to the planning and implementation of programs and the development of materials responding to the needs of PVCC women, visits were made to model programs at other colleges, four seminars on sex bias and stereotyping were conducted for students, and career materials designed for women were purchased. The project report is appended by materials related to project activities, including questionnaires, survey results, descriptive materials, and time-tables. (AYC)
Descriptors: Affirmative Action/ *Career Guidance/ *Community Colleges/ Counselor Training/ Evaluation Methods/ *Faculty Development/ *Females/ Inservice Education/ Learning Laboratories/ *Mathematics Anxiety/ Nontraditional Occupations / Questionnaires/ Resource Materials/ Seminars/ *Sex Bias/ Sex Fairness/ Sex Stereotypes/ Two Year Colleges/ Workshops

ED185493 CG014448
**The Female Experience in America: Development, Counseling and Career Issues. A Learning/Teaching Guide.**
Lord, Sharon B.; And Others
Tennessee Univ., Knoxville.
.7199. 208p.; For related documents see CG 014 449, RC 012 042, and UD 020 627.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.75)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Tennessee
Journal Announcement: RIESEP80
This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology, and career education. It focuses on the female experience in America, especially developmental, psychological, counseling and career/life style issues. This book is divided into four major units: (1) female development, psychologically and physically; (2) career patterns and life styles; (3) feminist approaches to counseling and therapy; and (4) critical counseling issues facing women such as depression, divorce, widowhood, abuse, and physical health. The lesson format includes a rationale, learning objectives and activities, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)
Descriptors: *Adult Development/ *Career Counseling/ Change Strategies/ *Counseling Techniques/ Crisis Intervention/ *Females/ Graduate Study/ Higher Education/ *Sex Fairness/ Sex Role/ *Womens Studies

DIALOG File1: ERIC - 66-80/Dec (Item 55 of 147) User 1210 29jan81

ED185478 CG014376
**Exemplary Vocational Guidance Projects in Virginia. 1979-80 Project Abstracts.**
Hohenshil, Thomas H.; Maddy, Carolyn
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
1980 47p.
Sponsoring Agency: Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REFERENCE (130); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Virginia
Journal Announcement: RIESEP80
Thirty exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) are described. Ten of the projects were designed to increase sex equity in vocational guidance, counseling and education programs. Eleven were designed to encourage business/guidance exchange of personnel and information. The remainder were developed to increase vocational guidance and counseling services for the handicapped. Each summary includes the project's objectives, methodology, and the name, address, phone number and institutional affiliation of the project director. (JAC)
Descriptors: *Career Guidance/ Career Planning/ Counseling Objectives/ Demonstration Programs/ *Disabilities/ Employment Opportunities/ *Guidance Programs/ *School Business Relationship/ *Sex Fairness/ *Vocational Education
Identifiers: *Virginia

ED185423 CE025189
**Pioneering Programs in Sex Equity: A Teacher's Guide.**
Smith, Amanda J.; Farris, Charlotte J.
American Vocational Association, Washington, D.C.
1980 64p.
Available from: Special Publications, American Vocational Association, 2020 N. 14 St., Arlington, VA 22201 (Order No. 10180, $6.00; Discounts for quantity orders)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIESEP80
Background information and suggested activities or classroom strategies on sex equity are presented for use by teachers in various settings. Suggested applications include use by vocational or academic teachers, counselors, and teacher educators with students, parents, and advisory or community groups. Adaptation to a district plan or staff development inservice training are also suggested. ("Pioneering" is defined as entering fields previously identified with the other sex.) Chapter titles and selected sub-topics are Twentieth Century Pioneers (What is Sex Equity?, Overcoming Barriers); The Teacher's Role in Sex Equity: Sex Bias in Well-Intended Behavior: Sex Bias in Language; Sex Bias in Instructional Materials; The Changing Work Force and Family: A Quiz; Family Structure and Values: Discussions and Projects; Case Studies: A Teaching and Discussion Technique; Encouraging Enrollment of Pioneering Students; Successful Pioneering (Culture Shock on the Job, Expanded Courtesy and Humor); Reaching the Community (Seeking Parental Support, Supporting Pioneer Graduates); and Development Your Personal Plan (Identifying Opportunities to Build Trust, Measuring Success). (MEK)
Descriptors: *Attitude Change/ Career Education/ *Equal Education/ Instructional Materials/ Learning Activities/ Postsecondary Education/ *Program Development/ Secondary Education/ *Sex Bias/ Sex Discrimination/ *Sex Fairness/ Social Change

ED185421 CE025185
**ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 4: Strategies for Change.**
Livonia Public Schools, Mich.
1979 96p.; For related documents see CE 025 182-184.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: edc/weeap distribution center, 39 Chapel St., Newton, MA 02160 ($1.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S./ Michigan
Journal Announcement: RIESEP80
This fourth of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with developing skills to help eliminate sex-role stereotyping within the school setting. (See Note about other modules.) The module helps workshop participants (1) become aware of federal guidelines and legislation regarding sex discrimination in schools, (2) gain information about changes which can be made in daily classroom organization in order to eliminate sexist teaching techniques, (3) develop special activities and materials which can be utilized in the classroom and in the counseling setting to counteract sex-role stereotyping, and (4) gain facility in interpersonal skills which can assist them in eliminating sex-role stereotyping. Workshop facilitators are provided with instructional guidelines, participant activities and supplemental reading materials. Examples of the ten participant activities include "Overview of Title IX," "Planning for Change," and "Simulation in Sexism." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings and one facilitator reference to support specific activities. (YLB)
Descriptors: Attitude Change/ Behavior Change/ *Change Strategies/ Class Activities/ Classroom Environment/ Counselor Attitudes/ Counselor Training/ Elementary Secondary Education/ *Federal Legislation/ Goal Orientation/ Guidelines/ Inservice Education/ Inservice Teacher Education/ *Instructional Improvement/ Instructional Materials/ *Interpersonal Competence/ Material Development/ Postsecondary Education/ Sex Bias/ *Sex Discrimination/ *Sex Fairness/ Sex Role/ Sex Stereotypes/ Teacher Attitudes/ Teacher Developed Materials/ Teaching Conditions
Identifiers: Project ASPIRE

ED185420 CE025184
**ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 3: Evaluating Instructional Materials.**
Livonia Public Schools, Mich.
1979 72p.; For related documents see CE 025 182-183 and CE 025 185.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S./ Michigan
Journal Announcement: RIESEP80
This third of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with analyzing and developing procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials with the schools. (See Note about other modules.) The module helps workshop participants (1) develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias, (2) examine currently used materials to determine if they include evidence of bias, (3) examine current procedures and criteria for the selection of counseling and instructional materials, (4) examine the flexibility of the curriculum in order to determine the potential for change, and (5) develop supplemental activities to assist in working with biased instructional materials. The module provides workshop facilitators with instruction guidelines, participant activities, and supplemental reading materials. Examples of the fourteen participant activities include "Who's Who?" "Developing Criteria," "Create a Sex-Fair Story," and "Differential Treatment." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings to support specific activities. (YLB)
Descriptors: Audiovisual Aids/ Career Counseling/ Classroom Environment/ Counselor Attitudes/ Counselor Training/ Curriculum Development/ Elementary Secondary Education/ *Evaluation Criteria/ Formative Evaluation/ Inservice Education/ Inservice Teacher Education/ *Instructional Materials/ Postsecondary Education/ *Sex Bias/ Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ Social Bias/ Teacher Attitudes/ Teaching Conditions/ *Textbook Bias/ *Textbook Evaluation/ Textbook Selection
Identifiers: Project ASPIRE

ED185419 CE025183

**ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 2: Sexism in Education.**

Livonia Public Schools, Mich.

1979 121p.; For related documents see CE 025 182 and CE 025 184-185.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Available from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S./ Michigan

Journal Announcement: RIESEP80

This second of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with developing awareness of how sex-role stereotyping affects the vocational and life-style aspirations and decisions of students. (See Note about other modules.) The module helps workshop participants (1) explore how perceptions of sex roles influence interactions with and reactions to students; (2) explore stereotypes which have historically limited female or male participation in specific occupations; (3) become aware of the present realities of the labor force, of the changing career options for men and women, and of the positive and negative aspects of such choices; and (4) become sensitized to the need for sex fairness in instruction and career guidance. Workshop facilitators are provided with instructional guidelines, participant activities, and supplemental reading materials. Examples of the seventeen participant activities include "Index for Reality," "The Myth and the Reality," and "Design a Sexist School System." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains ten participant readings and one facilitator reference to support specific activities, an index for educators, and a preliminary guide to the assessment and evaluation of sexism in educational contexts. (YLB)

Descriptors: Career Choice/ *Career Guidance/ Careers/ Classroom Environment/ *Counseling Techniques/ Counselor Attitudes/ Counselor Training/ Decision Making/ Elementary Secondary Education/ Employed Women/ Inservice Education/ Inservice Teacher Education/ Life Style/ Nontraditional Occupations/ Occupational Aspiration/ Postsecondary Education/ Sex Bias/ Sex Differences/ *Sex Discrimination/ *Sex Fairness/ *Sex Role/ Sex Stereotypes/ Social Attitudes/ Social Behavior/ Social Influences/ Teacher Attitudes/ Teaching Conditions/ *Teaching Methods

Identifiers: Project ASPIRE

ED185418 CE025182

**ASPIRE Module 1: Sex-Role Socialization. Awareness of Sexual Prejudice is the Responsbility of Educators.**

Livonia Public Schools, Mich.

1979 140p.; For related documents see CE 025 183-185.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Available from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S./ Michigan

Journal Announcement: RIESEP80

This first of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with understanding the development of sexual bias and individual attitudes toward sex-role stereotyping. (See Note about other modules.) The module helps work participants explore (1) the development of an individual's sexual identity, (2) their own sex-defined roles and attitudes as influenced by societal reinforcement, and (3) the values and expectations regarding their own sex roles. The module provides workshop facilitators with instructional guidelines, participant activities, and supplemental reading materials. Examples of the 22 participant activities include "Personal Unfoldment and Group Recall," "What's in a Word? Sexism Perhaps," "Fantasy," and "Values Voting." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains nine participant readings and two facilitator references to support specific activities. (YLB)

Descriptors: Androgyny/ Classroom Environment/ Counselor Attitudes/ Counselor Training/ Elementary Secondary Education/ Individual Development/ Inservice Education/ Inservice Teacher Education/ Nature Nurture Controversy/ Postsecondary Education / *Self Concept/ Sex Bias/ Sex Discrimination/ Sex Fairness/ *Sex Role/ *Sex Stereotypes/ *Social Attitudes/ Social Behavior/ Social Development/ *Socialization/ Social Values/ Teacher Attitudes/ *Teacher Improvement/ Teaching Conditions

Identifiers: Project ASPIRE

ED185396 CE025044

**An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky. Final Report.**

Richardson, Patricia B.; And Others

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Sep 1979 171p.; Some of the appendix materials will not reproduce well due to small print. For a related document see CE 025 043.

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S./ Kentucky

Journal Announcement: RIESEP80

Government: State

Using an opinion questionnaire with students, parents, and school personnel and personal interviews with secondary students, a Kentucky research study examined the extent of sex bias in vocational programs, the factors contributing to the enrollment of nontraditional students, and the barriers or problems affecting the enrollment of nontraditional students in the state's vocational education programs. Additional objectives were (1) to determine the effects of socioeconomic status, attitudes toward education, and the culture of the geographic area upon enrollment in nontraditional programs, (2) to make basic recommendations for the elimination of existing stereotyping and bias, and (3) to compile a sex fair comprehensive bibliography of vocational education materials. Selected conclusions include these: all respondents felt vocational teachers exhibited sex fair behavior; students and their parents are unsure as to how nontraditional students were treated by counselors; all groups except the principals were unsure as to whether principals saw the need to eliminate sex bias in the community; and students do not feel that they are adequately prepared for the possible problems and barriers a nontraditional job seeker may experience. Among the eight recommendations made are those supporting increased parental involvement, student orientation to legal rights relative to sex fairness in education, the development of a sex-fair standardized method of student selection for over-capacity vocational courses, and an interdisciplinary approach to encourage the enrollment of nontraditional students. (The fourteen appendixes include survey instruments, summarized responses, and various forms and procedures used. The bibliography is available as a separate document--see Note.) (Author/MEK)

Descriptors: Administrator Attitudes/ Counselor Attitudes/ Cultural Influences/ *Enrollment Influences/ High Schools/ *Nontraditional Occupations/ Parent Attitudes/ *Sex Bias/ Sex Stereotypes/ Socioeconomic Status/ State Surveys/ Student Attitudes/ Teacher Attitudes/ *Vocational Education

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ED185395 CE025043

**A Bibliography for Sex-Fair Vocational Education.**

Richardson, Patricia B.; And Others

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Aug 1979 120p.

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); DIRECTORY (132)

Geographic Source: U.S./ Kentucky

Journal Announcement: RIESEP80

Government: State

This bibliography was compiled in an attempt to provide resources for vocational educators to use in understanding, interpreting, and incorporating methods for the total elimination of sex discrimination, sex bias, and stereotyping in their daily classroom activities. The bibliography is organized into eight topic areas: (1) Developing Sex-Fair Vocational Education, (2) Eliminating Sexism in Language and Instructional Materials, (3) How Sex Bias Affects Men, (4) Men and Women in Nontraditional Careers, (5) Reference Materials, (6) Sex Equality Organizations, (7) Sex Fair Counseling in Guidance and Career Education, and (8) Ways of Eliminating Sexism in Schools. Within each topic area, the entries are alphabetized by title under the following categories: audio-visuals, books, dissertations, periodicals, reports, and miscellaneous. The final section of the bibliography contains a list of publishers. (LRA)

Descriptors: Audiovisual Aids/ Bibliographies/ Books/ Career Education/ Careers/ Citations (References)/ Doctoral Dissertations/ Females/ Guidance/ Instructional Materials/ Males/ *Nondiscriminatory Education/ *Nontraditional Occupations/ Periodicals/ *Reference Materials/ Reports/ *Sex Bias/ Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ *Vocational Education

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ED185357 CE024866
**The Whole Person Book: Toward Self-Discovery & Life Options**
Liggett, Twila Christensen; And Others
Nebraska Commission on the Status of Women, Lincoln.
1979 254p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($5.25)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIESEP80
This resource book provides curriculum materials for increasing awareness of sex bias and promoting more positive attitudes and participation in sex-fair career education and counseling. The book provides information in four parts for facilitators (teachers, counselors, administrators, or parents) and learners (students, parents, school staff members, or school board members). In the first part, a facilitator's guide includes a nontraditional career/life planning quiz to assist in understanding the guide's intent and discusses the philosophy, methodology, and implementation of nontraditional career education. In the second part, student activities are organized around three major areas related to career exploration. Self-Exploration provides activities to help students explore personal values, interests, and talents influencing career choices. Decision Making activities provide opportunities for making simulated and actual decisions as participants examine various decision-making methods and their resulting outcomes. Life Planning activities encourage learners to match personal qualities with occupational skills, identify educational alternatives, and examine potential life styles relevant to career interests. Each activity is discussed in terms of goal, activity focus, directions for facilitators, and suggestions for learner discussion. The third section, Learner Materials, includes supplemental activities suggested for use with specific activities. Included in the fourth part, Resources, are an Attitudes Toward Nontraditional Careers scale, bibliography, and index. (YLB)
Descriptors: Adult Education/ Attitude Change/ Career Choice / Career Counseling/ *Career Education/ *Career Exploration/ *Career Planning/ Decision Making/ Females/ Instructional Materials/ Interests/ Job Skills/ Learning Activities/ Life Style/ *Nontraditional Occupations/ Secondary Education/ Self Evaluation (Individuals)/ Sex Bias/ *Sex Fairness/ Teaching Guides/ Values Clarification/ Vocational Interests/ *Womens Education

ED185321 CE024775
**Project CHOICE: Creating Her Options in Career Education.**
Case Western Reserve Univ., Cleveland, Ohio.
1979 505p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160 ($11.25)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Ohio
Journal Announcement: RIESEP80
Intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, this manual provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11. Section 1, Program Overview, describes the six-phase Project CHOICE (Creating Her Options in Career Education) process: screening, selection, diagnosis, prescription, career development program, and assessment. Diagnostic instruments are provided. Section 2, Introduction to Special Groups, discusses four areas of diagnosed needs: Defining and Valuing One's Self, Achieving Success, Asserting One's Self, and Coping with Success. Section 3 discusses program use. Section 4 is the Core Project CHOICE Career Development Program with four different variations for the individualized needs of participants diagnosed in the four areas (section 2). Goals, duration, related activities (handouts), materials needed, a suggested group leader script, and special group changes are included in the detailed directions for conducting each of these sessions: Off to a Good Start, Women's Many Options, Learning about My Interests, Learning about My Abilities and Values, Career Information Workshops I-III, Gathering Career Information, Beginning to Plan, Testing Reality, Selecting a School and Paying for It, Making Decisions, Getting That Job , and Wrapping It Up. An extensive bibliography is provided. (YLB)
Descriptors: Achievement Need/ Assertiveness/ Behavioral Objectives/ Career Counseling/ *Career Development/ Career Exploration/ Career Planning/ Careers/ Decision Making/ *Diagnostic Teaching/ Educational Diagnosis/ Employment Opportunities/ Fear of Success/ *Females/ Gifted/ Goal Orientation/ Grade 11/ High Schools/ *Individual Needs/ Needs Assessment/ Program Descriptions/ Program Implementation/ Self Concept/ Self Esteem/ Sex Fairness/ Sex Role/ Skill Development/ Student Attitudes/ *Student Interests/ *Talent/ Talent Identification
Identifiers: Project CHOICE

DIALOG File1: ERIC - 66-80/Dec (Item 65 of 147) User 1210 29jan81

ED185183 UD020411
**Desegregation: On the Cutting Edge. A Review and Manual of the Indiana University Training Institute Program in Race and Sex Desegregation.**
Aquila, Frank D., Ed.
Indiana Univ., Indianapolis. School of Education.
1978 111p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: USOEG-005-77-0154
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEAUG80
The purposes of this book are (1) to provide a description of the Indiana University School of Education Training Institute's project for training school personnel to address the issues of racial and sexual desegregation, and (2) to supply educators with classroom exercises and activities that focus on racism and sexism and encourage non-prejudiced attitudes and behaviors among students. First, the historical perspective under which the Institute was developed is discussed. A description of the Institute's structure, project design, selection of participants, project objectives, staff, and program activities follows. The results of an evaluation designed to assess individual and Institute success in achieving the goals of the race and sex desegregation program are reviewed. A series of sexism, multicultural, and multiethnic classroom exercises are then provided. Finally, appended to the volume are a list of Institute participants, copies of Institute newsletters, comments of program participants, and a glossary of terms. (Author/GC)
Descriptors: Administrators/ *Class Activities/ Counselors/ Elementary Secondary Education/ *Inservice Education/ Multicultural Education/ Program Descriptions/ *Racial Bias/ School Desegregation/ *Sex Bias/ *Student Attitudes/ *Teacher Attitudes/ Teachers
Identifiers: Indianapolis Public Schools IN/ Indiana University Teaching Institute

ED185170 UD020379
**A Quest for Equality: Title IX, The Second Year. Proceedings (Indiana University, Indiana, January 19-20, 1977).**
Aquila, Frank D., Ed.; Hummel, Judy, Ed.
Indiana Univ., Indianapolis.
May 1977 102p.; Not available in paper copy due to small print. Proceedings of a Conference on Title IX.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 305-76-0011
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEAUG80
The papers presented in this volume are the result of a conference designed to assist school personnel in understanding and developing plans to eradicate sex discrimination in schools. The works included are: "The Subtleties of Sexism: A Short, Short Story," by Sharon B. Lord; "Legal Ramifications and Concepts of Title IX," by Charles E. Guerrier and Barbara Kaye Besser; "Title IX, or Be Nice to Uncle Sam's Nieces, or Are Reproductive Organs Relevant for Education?" by Bernice Sandler; "Title IX: The Basics," by Frances Dodson Rhome; "Title IX: Employment Practices, Grievance Procedures and Other Administrative Concerns," by Richard A. Boyd; "Girls Athletics: A Question of Priorities," by Patricia Roy; "Title IX and the Guidance Counselor," by Joanna Allman; "Kojack Revisited: The Nature and Costs of the Male Sex Role Stereotype," by David Sadker; and "A Technique to Assess Title IX Implementation in a Selected School Corporation," by Judy Hummel, Terry Ogle, and Frank Aquila. Also included are a summary of the regulation for Title IX, a Title IX compliance checklist, and a list of Title IX amendments. (MK)
Descriptors: Affirmative Action/ Athletics/ *Compliance (Legal)/ Educational Legislation/ Elementary Secondary Education/ Employment Practices/ *Legislation/ School Counselors/ *Sex Bias/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes
Identifiers: *Title IX Education Amendments 1972

ED183860 CE024431

**Career Choices: Reducing Sex-Role Stereotyping in Careers. A Model Career Decision-Making Program to Reduce the Effects of Sex-Role Stereotyping in the Career Choices of Senior High Students. Final Project Performance Report.**

Murphy, Jody

Jefferson County Public Schools, Lakewood, Colo.

Oct 1979 89p.; For related documents see ED 162 226 and ED 167 775.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Grant No.: G007802030

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./ Colorado

Journal Announcement: RIEAUG80

A model career decision-making program to reduce the effects of sex-role stereotyping in career choices of senior high school students was conducted at Columbine High School (Lakewood, Colorado). Project goals included the following: (1) to provide students with self-awareness and career-decision-making activities designed to broaden options these students see for themselves; and (2) to provide parents, teachers, and community members with techniques and activities by which they can broaden, through their contact with students, the options that all students see for themselves. These goals were accomplished by teaching two careers classes for the students and by in-service programs for the "influence groups." The program directly affected approximately sixty seniors, the entire counseling, library media, and administrative staffs, two parent groups, a teacher group, and a steering committee. An evaluation revealed very little difference between the two classes in terms of attitude toward sex-role stereotyping. Parents were found to be less concerned with their own learning and more concerned with the opportunities available to their children. Community members saw themselves as facilitators for realistic career planning for the students; and teachers expressed positive feelings about their inservice activities but wanted more time and information. A teacher resource manual and project brochure were made available for dissemination. (Author/BM)

Descriptors: *Attitude Change/ *Career Choice/ Career Education/ Community Involvement/ *Decision Making Skills/ Employment Opportunities/ Equal Opportunities (Jobs)/ High Schools/ *High School Seniors/ Inservice Teacher Education/ Parent Participation/ Program Effectiveness/ *Sex Fairness/ *Sex Stereotypes

Identifiers: Colorado (Lakewood)/ Education Amendments 1974

ED183736 CE024115

**The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes).**

State Univ. of New York, Utica.

1979 17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S./ New York

Journal Announcement: RIEAUG80

Intended for a group of twelve to fifteen people with one facilitator (chairperson), this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs. Eight group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented. (Their recommendations include required home economics and industrial arts courses and providing vocational courses or occupational programs for non-college bound students.) The roles include a male business and industry representative, female PTA president, president of teachers' union, district director of counseling, district curriculum director, female high school senior, district chairperson of Unified Practical Arts-Home Economics and Industrial Arts, and BOCES (Board of Cooperative Educational Services) Occupational Education director. Other group members are observers. The game simulation proceeds from committee member position statements and discussion to observer responses, general discussion, and brainstorming. Role descriptions and directions for observers are provided. (YLB)

Descriptors: Career Exploration/ Core Curriculum/ Educational Games/ *Enrollment Influences/ *Home Economics/ Industrial Arts/ Perception/ Perspective Taking/ Program Development/ Role Perception/ *Role Playing/ Secondary Education/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ Simulation/ *Vocational Education

Identifiers: Project MOVE

DIALOG File1: ERIC - 66-80/Dec (Item 69 of 147) User 1210 29jan81

ED183636 UD020157
**Title IX: An Overview of the Law for Students. A Student Guide to Equal Rights: Part 2.**
Wiegers, Nancy; And Others
Massachusetts State Dept. of Education, Boston. Bureau of Educational Information Services.
.7196. 39p.; For related documents see UD 020 156 and UD 020 158
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIEJUL80
Government: State
Title IX is a Federal law prohibiting discrimination in education on the basis of sex. This booklet was written to introduce students to the Law and its implications. Topics covered include: (1) schools affected by the regulations; (2) admissions to schools; (3) entrance to courses; (4) counseling and guidance; (5) extracurricular activities; (6) athletics and competitive sports; (7) marital and parental status; (8) school rules and regulations; (9) student services and benefits; (10) financial aid; (11) curricular materials; (12) facilities; (13) employment; and (14) self-evaluation and affirmative action. Appended to the booklet is information about types of schools, a resource bibliography, and a guide to HEW regional offices. (MK)
Descriptors: *Civil Rights Legislation/ Elementary Secondary Education/ Federal Aid/ *Federal Regulation/ *Guides/ Higher Education/ School Law/ *Sex Discrimination/ *Sex Fairness/ *Student Rights
Identifiers: *Title IX Education Amendments 1972

ED183232 JC800128
**Achieving Sex Equity at Community Colleges: An In-Service Training Module on Recruiting and Retaining Students in Courses That Are Nontraditional for Their Sex.**
Miller, Susan W.
Los Angeles Community Coll. District, Calif.
.8190. 42p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEJUL80
An in-service training module is presented that is designed to assist community college vocational instructors in recruiting and retaining students in courses that are non-traditional for their sex. The workbook first presents a rationale for the implementation of sex affirmative programs in vocational education, discussing gender stereotypes and the inequitable position of women in the labor force. This is followed by a list of terms and definitions needed to familiarize educators with the terminology of sex equity in education. Relevant legislation is then identified and discussed to provide a working knowledge of the legal aspects of sex discrimination in educational and work settings. Administrative and curricular practices which retard sex equity at community colleges are then identified and specific steps to promote sex equity in vocational programs are enumerated. These steps include the active recruitment of students, the elimination of sex bias in course content and materials, and the provision of non-biased vocational counseling and job placement services. Worksheets and exercises are provided throughout the workbook. (JP)
Descriptors: Career Counseling/ Community Colleges/ Compliance (Legal)/ Curriculum Problems/ Definitions/ Faculty Development/ Federal Legislation/ Females/ Inservice Education / Job Placement/ *Nontraditional Occupations/ *Sex Discrimination/ Sex Stereotypes/ Student Recruitment/ *Two Year Colleges/ Vocational Education/ *Vocational Education Teachers/ *Workbooks

ED183230 JC800126
**Resources for Achieving Sex Equity: An Annotated Bibliography.**
Miller, Susan W., Comp.
Los Angeles Community Coll. District, Calif.
.8190. 44p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIEJUL80
This annotated bibliography provides a list of resources dealing with sex equity in vocational education. The bibliography first provides operational definitions of "sexism," "sex fair," "sex affirmative," "sex bias," and "affirmative action." It then lists resources under the following topics and/or bibliographic forms: (1) sex role definition, (2) sex equity and the law, (3) sex equity and career guidance, (4) career options for women, (5) historical and ethical perspectives of working women, (6) journal articles, (7) newsletters, (8) films, (9) filmstrips/cassettes, (10) records and tapes, (11) learning kits and games, (12) posters and displays, (13) non-print, audio-visual, and human resources, and (14) organizations and projects dealing with sex equity. The bibliography concludes with information on the availability of the enumerated resources. (JP)
Descriptors: Affirmative Action/ Annotated Bibliographies/ Audiovisual Aids/ *Career Counseling/ Career Planning/ Community Colleges/ Community Organizations/ Compliance (Legal)/ Employed Women/ Equal Education/ Equal Opportunities (Jobs)/ *Females/ Learning Modules/ Minority Groups/ Nontraditional Occupations/ Private Agencies/ Public Agencies/ Resource Materials/ *Sex Discrimination/ Sex Fairness/ Sex Role/ Social Values/ State Agencies/ *Two Year Colleges/ *Vocational Education

ED182535 CE024114
**General Directions for the Game of CESSHEE: Conflicts in Eliminating Sex Stereotyping in Home Economics Education. Project MOVE.**
Farris, Charlotte J.
State Univ. of New York, Utica.
1979 13p.
Available from: C. J. Farris, State University of New York College of Technology, Department of Vocational and Technical Education, 811 Court Street, Utica, NY 13502 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUL80
Intended for a group of twelve to sixteen people with one facilitator, CESSHEE (Conflicts in Eliminating Sex Stereotyping in Home Economics Education) includes materials and instructions for a simulation game for individuals concerned with how sex discrimination, stereotyping, and bias may influence the enrollment of both sexes in home economics courses. Objectives are to identify and clarify beliefs and issues related to (1) who may influence the decision of students to enroll in home economics and their reasons and (2) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics. Seven group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the school board about a one-semester required home economics course on independent and family living. The roles include a recent male graduate, young working mother, female PTA president, male director of counseling, male curriculum director, female high school senior, and female home economics teacher and department chairperson. The game simulation proceeds from committee member position statements, discussion, and rebuttal to entire group discussion and voting. Role descriptions, directions for observers (the remaining group members), and voting sheets are provided. (YLB)
Descriptors: Core Curriculum/ *Enrollment Influences/ Family Life Education/ Games/ *Home Economics Education/ Perception/ Perspective Taking/ Role Perception/ *Role Playing/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ Simulation

ED182430 CE023593
**State-Wide Vocational In-Service for Reducing Sex Stereotyping and Bias: 1977-78 Report.**
Faris, Charlotte J.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Nov 1978 88p.; Some parts of this document will not reproduce well due to light and broken type; For related documents see CE 023 595 and ED 147 544
Sponsoring Agency: New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Available from: Project MOVE, State University of New York College of Technology, 811 Court Street, Utica, NY 13502 ($2.00).
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUL80
An inservice program to reduce sex-stereotyping was conducted in four western New York locations for teams of vocational teachers, guidance counselors, and administrators. Designed to have maximum impact on eliminating sex-stereotyped attitudes, behaviors, and expectations of school personnel and adolescents, four major areas of knowledge were incorporated into two sequential courses: (1) topics and issues related to sex stereotyping and bias, (2) evaluation, (3) strategies for change, and (4) communication and facilitory leadership skills. To minimize the cost of delivery, yet maximize possibility of participants working together, a delivery system combining ten class meetings and nine learning packets was developed. Participants planned and, wherever possible, conducted programs or workshops on sex stereotyping; evaluated individual school district plans for meeting sex equity legislative mandates; planned, implemented, and evaluated a project; and developed a proposal for funding. A variety of program evaluation methods were used including increases in non-traditional enrollment areas, number of new sex equity contacts made by participants, programs conducted, learning packet logs, individual class and final evaluation, and several group growth evaluations. Initial evaluation results appear to be positive and varied. However, since two teams had not yet completed the course, only tentative conclusions were made. (Thirteen appendixes contain sample announcements, forms, assignments, reports, and evaluation used.) (MEK)
Descriptors: Administrator Education/ Career Guidance/ Counselor Training/ Higher Education/ *Inservice Education/ Inservice Teacher Education/ *Program Development/ Sex Discrimination/ *Sex Fairness/ Team Training/ *Vocational Education
Identifiers: New York

ED181399 CG014278
**Counseling for Sex Equity in Postsecondary Education.**
Parker, Delores A.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
.7198. 67p.
Available from: ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109; Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: ERIC PRODUCT (071); PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEJUN80
A discussion of the role of the student personnel worker in counseling adult students, identification of the needs of women students and the reasons they return to college, and a review of research regarding women's utilization of a student personnel department are presented. Other areas of concern addressed in this monograph include: (1) admission requirements for adult students; (2) workshops for counselors that promote sex equity; (3) existing programs which promote sex equity; and (4) legislation prohibiting sex discrimination in educational programs. Specific recommendations for change that will enhance opportunities for women in higher education are also provided. (Author)
Descriptors: *Adult Counseling/ Adult Students/ *Counselor Role/ *Educational Legislation/ *Equal Education/ *Nontraditional Students/ Postsecondary Education/ *Sex Discrimination/ Student Needs/ Student Personnel Services/ Student Personnel Workers
Identifiers: Information Analysis Products

ED181326 CE023951

**Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review. Research and Development Series No. 150.**

Vetter, Louise; And Others

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1979 169p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($8.75)

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S./ Ohio

Journal Announcement: RIEJUN80

The literature on factors influencing nontraditional enrollment choices may be approached in this order: background information on the labor force and vocational education, factors influencing nontraditional enrollments, and strategies for increasing nontraditional enrollments. Despite an increase of women in nontraditional occupations, research shows that occupational sex segregation and related wage disparities continue to exist. The problem can be traced to male-dominated and -oriented training programs. Studies of nontraditional students reveal interest and ability as influential enrollment factors; parents are the most important other people involved. The literature on sex role socialization indicates that family members, the mass media, and all elements of public education influence vocational choices. All have been criticized for perpetuating rigid sex roles. The order of influence of "significant others" on occupational preference is parents, peers, teachers, and counselors. Personal factors to be considered in nontraditional choices are ability and interest. An extensive literature on strategies for increasing nontraditional enrollments provides suggestions for programming from the prevocational level to the recruitment of mid-career students at the postsecondary level. Much information is available in the need areas of information, policy planning and implementation, occupational awareness, self-awareness, sex fair counseling/curriculum development, in-service programming, and collaborative efforts. (YLB)

Descriptors: Academic Ability/ Career Choice/ Educational Research/ Employed Women/ *Enrollment Influences/ Family Influence/ Literature Reviews/ Mass Media/ *Nontraditional Occupations/ Parent Influence/ Peer Influence/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ *Socialization/ Student Characteristics/ Student Interests/ *Student Recruitment/ Teacher Influence/ Vocational Education/ Work Attitudes

ED181223 CE023692

**A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation. Final Evaluation Report.**

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Oct 1979 45p.; Not available in paper copy due to light print

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AH60094

Grant No.: G62-76-00966(502)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Arkansas

Journal Announcement: RIEJUN80

Government: State

Three project teams, with three teachers, a counselor, and a school-community coordinator on each, developed sex-fair experience-based career education programs and activities for junior and senior high school students in three Arkansas schools. Team members visited community learning sites, offered orientation and exploratory courses to students, and a general cooperative education program. A multi-media center and two career exploration laboratories (one of which was mobile) were set up. Counseling and placement services were made available. Evaluative data, tabulated and discussed in the report, showed (1) little improvement in basic academic skills; (2) improvement in work habits and positive student attitudes toward work; (3) improvement in decision-making skills and career awareness; (4) greater awareness of post-high school educational opportunities; (5) greater gains in choices of non-stereotyped occupations by participants than non-participants; (6) positive employer response, which rated students very high on sixteen work characteristics; and (7) good placement and follow-up services for students. (The evaluation design summary chart is appended.) (CP)

Descriptors: Academic Achievement/ *Career Awareness/ Career Counseling/ *Career Development/ *Career Exploration/ Career Opportunities/ Cooperative Education/ *Experiential Learning/ Junior High School Students/ Nontraditional Occupations/ Prevocational Education/ Program Effectiveness/ Programs/ School Community Relationship/ Secondary Education/ *Sex Fairness/ Student Attitudes/ Students/ Work Attitudes

Identifiers: Arkansas/ *Experience Based Career Education

ED181213 CE023657

**Project SERVES. Sexism in Education: Reducing Vocational Education Stereotypes. Final Report.**

Barta, Sheryl; And Others

Ames Public Schools, Iowa.

1979 123p.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.: 498AH70149

Grant No.: G007701990

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: NON CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Iowa

Journal Announcement: RIEJUN80

The Ames, Iowa, experience in reducing sex-role stereotyping in vocational education is described in this report of a project which involved staff development work with thirty-five teachers and twelve counselors affecting approximately 2,800 students. The report stresses raising teacher and counselor sensitivity to stereotyping and involving them as facilitators of change. Lists of training needs for educators and of facilitators of sex equity in vocational education which resulted from two consciousness-raising workshops are given. Two other workshops which allowed the trainees to put their new knowledge, skills, and commitment to work toward curriculum change are also described. Barriers to reducing sex-role stereotyping as perceived by vocational education staff who were surveyed are listed and evaluated. Available instruments and guidelines for evaluation of sexism in instructional materials are contained in an annotated listing. The results of surveys of staff and student attitudes are followed by a list of instruments to measure attitudes toward sex roles. A training manual for a sex equity workshop is included which contains objectives, agenda, trainer notes, and a selected bibliography of films and resources. Faculty and student attitude surveys, participant interview form, and a multicultural non-sexist committee survey are appended. (YLB)

Descriptors: Annotated Bibliographies/ *Attitude Change/ Change Agents/ *Change Strategies/ Counselor Attitudes/ Counselor Role/ Curriculum Evaluation/ Educational Needs/ Guides/ *Inservice Teacher Education/ Instructional Materials/ Secondary Education/ *Sex Fairness/ Sex Role/ Sex Stereotypes/ *Staff Development/ Student Attitudes/ Surveys/ Teacher Attitudes/ Teacher Role/ Textbook Evaluation/ *Vocational Education/ Workshops

ED181181 CE022871

**A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Final Report.**

Fayette County Public Schools, Lexington, Ky.

Jun 1979 183p.; For a related document see ED 147 534

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502AH60002

Grant No.: G047603002

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Kentucky

Journal Announcement: RIEJUN80

Government: Local

Four schools in Kentucky were chosen as sites for EBCE (Experience-Based Career Education) program implementation for eleventh and twelfth graders. School staff and over 300 community resource contacts in businesses were given inservice education, students were recruited, and bias-free materials and resources were made available. Credit was awarded for completion of community-based experience, individualized learning plans were made to encourage student acquisition of life, career, and occupational skills, and an evaluation plan was developed. Accomplishments were substantial, as the (appended) third-party evaluation noted: Students acquired career knowledge and exhibited more positive attitudes to work than did non-participants. Overall, EBCE student attitudes in several areas--towards education in general, school counseling, and the total learning environment--as well as general career maturity were significantly more positive than those of other students. While curriculum and instructional activities appeared adequate, however, there were deficiencies noted in interrelating career exploration activities and academic requirements. Furthermore, no significant gains were made in reducing sex role stereotyping or increasing students' internal locus of control when compared to non-participant students. Parent and employer attitudes were generally very favorable. (CP)

Descriptors: Academic Achievement/ *Career Awareness/ *Career Exploration/ Community Involvement/ Experiential Learning/ High Schools/ Programs/ *Sex Fairness/ Skill Development/ *Student Attitudes/ Vocational Maturity/ Work Attitudes

Identifiers: *Experience Based Career Education/ Kentucky

ED179902 CG014047

**Realizing the Promise of Female Adolescents: A Diagnostic-Prescriptive Model (September 1, 1978-November 30, 1978). Final Report.**

Fleming, Elyse S.; Hollinger, Constance L.

Case Western Reserve Univ., Cleveland, Ohio.

28 Feb 1979 154p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management.

Bureau No.: 565AH61346

Grant No.: G007604971

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S./ Ohio

Journal Announcement: RIEMAY80

Program goals of Project CHOICE were evaluated in terms of their ability to develop procedures to identify educational, family, and racial barriers to fulfillment of potential in sophomore girls, to design and use strategies for removing internalized and institutional barriers, and to be validated as effective intervention measures. Results of the program outcomes indicated that: (1) talent identification is feasible, particularly for large high schools, through use of the Talent Inventory and Rating Sheet; (2) in all socioeconomic sectors parents demonstrate a growing receptivity to career education; (3) social context is a powerful determinant of talent manifestation; (4) talented young women tend to be multiply talented; (5) critical differentiating features appear to lie in the value domain but not as a function of school control per se; and (6) individual and school differences seem to be far more prepotent for pinpointing career guidance needs than are family background factors per se. There is an underlying need of female adolescents, particularly among the affluent, to express their independence from their parents. Extensive data tables are appended. (Author/HLM)

Descriptors: *Adolescents/ *Career Choice/ *Career Counseling/ *Career Development/ Career Education/ Family Influence/ *Females/ High School Students/ Intervention/ Program Evaluation/ Secondary Education/ *Sex Fairness

Identifiers: *Project CHOICE

ED179895 CG014040

**Expanding Career Options: Non-Stereotyped Career Counsling.**

Romero, Patricia L.

California Univ., Irvine. Career Planning and Placement Center.

12 Apr 1979 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S./ California

Journal Announcement: RIEMAY80

Field testing of learning materials developed by the Counselors Expanding Career Options (CECO) Project, specifically The Whole Person Book, was conducted during the 1977-1978 school year in 72 secondary schools in Nebraska, Kansas, Iowa, and Colorado. The field test design established three comparison groups of secondary counselors and teachers. The first group (N=27) attended a workshop and used the materials with students; the second group (N=32) used the materials, but received no training; and the third group (N=27) was the control group. Several instruments were used to generate attitudes toward sex role differentiation. Results of the data analysis indicated: (1) the training group's knowledge of women's participation in the work force increased more than the other two groups; (2) females reported more positive attitudes than males toward women and work roles; and (3) no differences in attitudes as measured by the Attitudes Toward Sex Role Differentiation in Education (A/SRDE) were found between the pre- and post-testing times. (Author/HLM)

Descriptors: *Attitude Change/ *Career Choice/ *Career Counseling/ *Instructional Materials/ Program Evaluation/ School Counselors/ Secondary Education/ Secondary School Teachers/ Sex Differences/ *Sex Fairness/ Sex Stereotypes/ *Social Attitudes

DIALOG File1: ERIC - 66-80/Dec (Item 81 of 147) User 1210 29jan81

ED179723 CE023229
**Sex Equity in Career Education (K-8). Resource Guide.**
Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
Jul 1979 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIEMAY80

Pursuing the overall goal to reduce sex stereotyping in vocational education and career choice, this resource guide presents classroom activities to encourage nonsexist career exploration. Introductory comments include an overview of research, myths, and eventual consequences of statistics regarding sex stereotyping, as presented during an institute designed to help teachers, counselors, and school administrators examine the role of men and women in the work force in 1979 and to promote sex-affirmative career planning. A product of the institute, the guide presents a series of eight career education objectives with corresponding sex equity objectives. Objectives relate to self-awareness, educational awareness, career awareness, economic awareness, decision-making skills, skill awareness, employability skills, and appreciation and attitudes. Following these are summaries of activities developed from the Southeastern Massachusetts University Title IV Program which address career education and sex equity goals, listed sequentially by grade level (K-8). Each activity includes objectives, procedures, materials needed, and resources. A resource list for the guide is appended. (FP)

Descriptors: *Career Education/ Career Planning/ *Educational Objectives/ *Educational Resources/ *Elementary Education/ Instructional Materials/ *Learning Activities/ Resource Materials/ *Sex Fairness/ Sex Role/ Sex Stereotypes
Identifiers: Southeastern Massachusetts University

ED178837 CG013950
**Attaining Sex Equity in Counseling Programs and Practices. Application Booklet for Counselors.**
Stebbins, Linda; Ames, Nancy L.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Sep 1978 80p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Contract No.: 300-76-0456
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEAPR80
Government: Federal

This application booklet was designed to assist elementary-secondary education counselors to gain an understanding of the manifestations and effects of sex discrimination and sex bias in education, to gain an understanding of Title IX, and to attain skills and capability for the development and implementation of policies, programs and management systems to ensure educational quality. The information supplements that provided in the Title IX Workshop Package. Materials are presented as follows: (1) consequences of sex discrimination and stereotyping; (2) regulations and requirements of Title IX; (3) recommendations for a comprehensive sex-fair guidance program; and (4) recommendations for administering and interpreting career interest inventories. A bibliography and resource guide conclude the body of the booklet. Appendices include a table of federal laws and regulations prohibiting sex discrimination, a questionnaire for rating career guidance programs and a checklist for evaluating career interest inventories. (Author/BEF)

Descriptors: *Career Choice/ Career Exploration/ Counseling Effectiveness/ Elementary Secondary Education/ *Guidance Programs/ Guides/ *Interests/ Nondiscriminatory Education/ *School Counselors/ *Sex Fairness/ Workshops

ED178754 CE023193

**An Annotated Bibliography of Resources for Eliminating Sex Bias and Role Stereotyping in Vocational Education.**

Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services.

1979 79p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S./ Georgia

Journal Announcement: RIEAPR80

Government: State

Developed to aid vocational educators and counselors in securing resources for eliminating sex bias and role stereotyping, this bibliography contains references organized by the following topics: sex role stereotyping; textbook-curriculum bias; women in the labor force; careers and occupations; males in nontraditional roles; vocational education resources; guidance and counseling resources; parental involvement; in-service equity training materials; teacher resources; legislation; statistics; current resources (journals and newsletters); current resources (organizations and agencies); and audio-visual materials available for loan to school systems. Wherever possible, the references have been annotated. (BM)

Descriptors: *Annotated Bibliographies/ Audiovisual Aids/ *Career Counseling/ Curriculum Development/ Educational Legislation/ Employed Women/ *Nondiscriminatory Education/ Nontraditional Occupations/ Occupational Information/ Parent Participation/ Program Improvement/ *Resource Materials/ *Sex Fairness/ Sex Stereotypes/ Statistical Data/ Teacher Education / *Vocational Education

ED178687 CE019827

**Demonstration of a System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs. Final Report, April 15, 1978, to September 30, 1978.**

Mississippi Univ., University. Center for the Study of Contemporary Rural Woman.

Dec 1978 23p.; Not available in paper copy due to faint type

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Mississippi

Journal Announcement: RIEAPR80

Goals of a project to design a career awareness workshop for vocational-technical students included identifying and defining sex stereotypes and discrimination, increasing student awareness of stereotyping, increasing knowledge of career options, exposing students to non-traditional role models, and providing inservice training. A literature and media review and series of interviews with students, teachers, counselors, and administrators regarding job aspirations and attitudes toward sex equity were used in developing the two-day sex equity workshop, with accompanying instructional materials, media presentations, and simulation game (Job Steps). A statewide demonstration of the workshop was given at Tupelo High School, Mississippi. Day 1 of the workshop included introduction of goals and format, "The Fable of He and She" (film), "Realities of the World of Work" (sound-slide presentation with handouts), and "Job Steps." Among experiences of day 2 were "You Can Be More" (sound-slide presentation), Career Exploration Activities (small groups), "The Women's Game" (film and accompanying activity), "American Man: Tradition and Change, Part I" (sound-filmstrip), "Non-Traditional Careers for Women, Part II" (sound-filmstrip), Browsing Room Facility, and "Job Steps." (FP)

Descriptors: Audiovisual Aids/ *Career Awareness/ Learning Activities/ Nontraditional Occupations/ Program Design/ Secondary Education/ *Sex Discrimination/ *Sex Stereotypes/ Vocational Education/ *Workshops

ED178112 JC790495
**The New Majority: The Educational Needs of Present and Future Women Students of the California Community Colleges.**
Mitchell, Grace N.
California Community and Junior Coll. Association, Sacramento.
26 Apr 1979 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ California
Journal Announcement: RIEMAR80
In March, 1979, the Commission on Women of the California Community and Junior College Association held two hearings to determine the needs of present and potential women students in the California community colleges. Of the more than 125 individuals in attendance, 48 presented approximately ten hours of testimony. Throughout the hearings there was a clear call for such special services as child care; adequate financial aids; instructional offerings which develop marketable and academic skills as needed, and strong support services including career counseling, emotional support groups, resource information and referral, transitional programs, and assistance in job placement. Problems of sex bias and stereotyping were shown to prevent women from entering training programs for male-dominated and better paying jobs. The Commission strongly recommended that the colleges provide services to meet the expressed needs of this group that in 1978 accounted for 53.1% of the total community college enrollment. Numerous facts about women also emerged from the hearings, including information about increasing numbers of families headed by women, average earnings of females as opposed to males, the increasing proportion of women in the work force, and their lack of educational and job skills. Additionally, the characteristics of and needs specific to re-entry women students and young adult women were determined. (AYC)
Descriptors: Community Colleges/ *Educational Needs/ Employment Patterns/ Enrollment Trends/ *Females/ Hearings/ Reentry Students/ Sex Discrimination/ Sex Fairness/ Statewide Planning/ *Student Needs/ *Student Personnel Services/ *Two Year Colleges/ *Womens Education
Identifiers: *California

ED177447 CG013885
**Sex Equity in Self-Views, in School Practices, in Career Counseling: Leader's Guide and Participant Workbook.**
Chitayat, Deanna; And Others
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Oct 1978 150p.; Best copy available
Sponsoring Agency: New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Grant No.: VEA-78-3F-191-SB
EDRS Price - MF01 Plus Postage. [illegible]t Available from EDRS.
Language: English
Document Type: CLASSROOM MATERI[illegible])
Geographic Source: U.S./ New Yo[illegible]
Journal Announcement: RIEMAR80
This guide is designed to help leaders responsible for conducting sex equity workshops achieve maximum effectiveness from the workshop materials and the participant workbook, also contained in this guide. Participant materials are designed primarily for secondary school counselors and administrators who are either directly or indirectly concerned with students making career decisions. The Leader's Guide provides suggestions, time structures, guidelines and preparation information. The Participant Workbook addresses the following areas of concern: (1) examining personal views on sex fairness; (2) understanding sex equity legislation; and (3) developing strategies for sex-fair career counseling. (Author/HLM)
Descriptors: Administrator Role/ Administrators/ *Career Choice/ *Career Counseling/ Career Development/ Counselor Role / *Discriminatory Legislation/ Guides/ *Leadership/ *Legislation/ School Counselors/ Secondary Education/ *Sex Fairness/ *Social Bias/ Workshops

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ED177389 CG013811
**Preparing Young Women For Tomorrow: A Handbook of Career Counseling Strategies for Intermediate and High School Women. Monograph Number 9.**
Majchrzak, Shirley
California Personnel and Guidance Association, Fullerton.
Jan 1976 99p.
Sponsoring Agency: San Mateo County Board of Education, Redwood City, Calif.
Available from: California Personnel and Guidance Assocaition, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, $4.24; others, $5.83)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEMAR80
This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy change, traditional nature, and pre-implementation planning; none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide inservice training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, films, miscellaneous program materials, other publications and resources, national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights. (Author/LS)
Descriptors: *Career Choice/ Career Counseling/ *Counseling Services/ Employment Opportunities/ *Equal Opportunities (Jobs)/ *Females/ Feminism/ Guides/ High School Students/ Resource Materials/ Secondary Education/ Sex Fairness/ *Sex Stereotypes/ *Social Bias/ Womens Studies

ED177332 CE022896
**Sex Equity Guidelines for Teacher Educators.**
Martin, Wanda M., Ed.; Terry, Arthur F., Ed.
Interinstitutional Consortium for Career Education, Salem, Oreg.
Aug 1979 74p.; The Sex Equity Guidelines Worksheets in this document will not reproduce well due to being printed on colored paper
Sponsoring Agency: Oregon State Dept. of Education, Salem.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Oregon
Journal Announcement: RIEMAR80
Designed to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities, this document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas: (1) policies, (2) staffing, (3) scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7) institutional and interinstitutional leadership, and (8) community outreach. In addition, suggestions for the implementation strategies. Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA)
Descriptors: Career Education/ Guidelines/ Higher Education/ *Nondiscriminatory Education/ *Program Improvement/ Sex Differences/ *Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ *Teacher Education
Identifiers: *Oregon

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ED177319 CE022755
**Executive Summary of the Vocational Education Equity Study. Final Report.**
Harrison, Laurie R.; Dahl, Peter R.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Apr 1979 45p.; For related documents see CE 022 751-754
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: AIR-66600-4/79-FR
Contract No.: 300-77-0318
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ California
Journal Announcement: RIEMAR80

A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following: identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and stereotyping. Forty-nine states and the District of Columbia were visited in the spring of 1978. In addition, a school sample of 100 schools was selected on the stratified random basis, using the stratification variables of region of the country, city size, and type of school. The types of schools included in the sample are comprehensive high schools, vocational high schools, vocational centers, technical institutes, and community/junior colleges. From each school, four counselors, eight teachers, and thirty-five students were sampled, including sufficient numbers of nontraditional and ethnic minority students to determine if their responses differ from those of other students. (A summary of findings for each of the seven objectives is included in this document.) (JH)

Descriptors: Data Collection/ Federal Legislation/ National Surveys/ Program Evaluation/ Research Reports/ *Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ State Agencies / *Vocational Education

ED177318 CE022754
**Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.**
Dahl, Peter R.; And Others
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Mar 1979 238p.; For related documents see CE 022 751-755
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: AIR-66601-3/79-FR(4)
Contract No.: 300-77-0318
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ California
Journal Announcement: RIEMAR80

This replication handbook describes procedures and provides instruments which educators can use to assess sex equity in their own settings. It has two major parts: (1) appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study (interview forms for state directors, state agency personnel, local agency personnel, instructors, counselors and students, staff and student questionnaires, attitude and opinion items, and program and activity items), and (2) three introductory chapters that discuss the steps in the forms development and their use, research topics, research questions, data collection forms used in the Equity Study, and suggestions for expanding the coverage given to the research topics and questions. (JH)

Descriptors: Administrator Guides/ Data Collection/ *Evaluation Methods/ *Program Evaluation/ Questionnaires/ Research Design/ *Research Methodology/ *Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ *Vocational Education

ED176667# HE011792
**The New Woman and the Old Academe: Sexism and Higher Education.**
Churgin, Jonah R.
1978 260p.
Available from: Libra Publishers, Inc., 391 Willets Road, Roslyn Heights, NY 11577 ($7.95)
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); REVIEW LITERATURE (070)
Geographic Source: U.S./ Maryland
Journal Announcement: RIEFEB80
Discrimination against women in U.S. society and the academic world is detailed in the eight chapters of this book. Inconsistencies in American society, and arbitrary societal standards that have perpetuated discriminatory behavior toward women are examined. Part I focuses on the socialization process that women undergo as Americans and as women students. It is suggested that historically women who have come from the lower class have not had the funds or parental encouragement to pursue a college degree. Women from middle class backgrounds have been confronted with a homemaker role model they were expected to emulate. The major portion of the volume, Part II, deals with sexism on campuses and the role of women in academe. Arguments concerning single sex colleges and the need for changes in higher education to meet the challenges of a modern world are presented. The arguments are illustrated with reports from Vassar College and Smith College. Alternative course offerings and women's studies programs are also investigated. Women in traditionally male-dominated professions, specifically law and medicine, are also discussed. Although altering curricula and changes in teaching technique will be important strategies for change, the need for a strong commitment to counseling and support services for women students is emphasized. Programs such as affirmative action and external degrees for women are discussed as possible mechanisms to alleviate some of the traditional problems that women students must face. (SF)
Descriptors: *Access to Education/ Admission (School)/ Affirmative Action/ Ancillary Services/ Books/ Coeducation/ Curriculum Development/ Employed Women/ External Degree Programs/ *Females/ Feminism/ Graduate Study/ *Higher Education/ History/ Professional Education/ *Sex Discrimination/ Sex Fairness/ Single Sex Colleges/ *Social History/ Socialization/ *Womens Education/ Womens Studies
Identifiers: Smith College MA/ Vassar College NY

ED176173 CG013774
**Sex Equity Resources for Vocational Educators and Counselors. Information Series No. 8: A Bibliography.**
Brooks, JoAnn
Indiana Univ., Bloomington.
Jan 1979 68p.; For related document see CG 013 757
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131); SERIAL (022)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEFEB80
An Indiana state-funded Vocational Education Information research survey of secondary students on the selection of non-traditional career choices demonstrated the need for materials to aid educators in implementing the survey's recommendations. It recommended improving sex equity in career choices and classroom materials, increasing awareness of sex biases, and providing inservice training on sex equity. This bibliography attempts to meet those goals with over 300 annotated citations. The bibliography examines resources on the topics of sex bias in education and work, strategies to achieve sex equality, sex fair materials for use by teachers and counselors, inservice training to promote sex equity, assistance for returning women students and concludes with persons and organizations providing additional resources for sex fair education. (Author/LS)
Descriptors: Bias/ Bibliographies/ *Career Counseling/ *Counselor Role/ *Equal Opportunities (Jobs)/ Inservice Education/ Instructional Materials/ *Nondiscriminatory Education/ Resource Materials/ Secondary Education/ Secondary School Teachers/ Sex Bias/ *Sex Fairness/ *Sex Stereotypes

ED174923 CG013714
**Effects Attributable To Counselor-Client Sex Differences: Perspectives on Sex-Fair Counseling.**
Faherty, John K.
.7198. 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S./ Texas
Journal Announcement: RIEJAN80
This review of the literature on effects attributable to the sex variable in counselor-client interactions is designed to identify situational and contextual factors which may be detrimental in establishing and maintaining the counselor-client relationship as well as provide understanding and assistance in alleviating attitudinal and behavioral dispositions on the part of both counselors and clients. The materials reviewed address the following areas of concern: (1) differences in male and female behavior; (2) sex role stereotypes; (3) sex bias effects due to stereotypes held by counselors and clients; and (4) the effects of sex bias on vocational counseling. A comprehensive bibliography is also provided. (Author/HLM)
Descriptors: *Bias/ *Counselor Client Relationship/ *Counselors/ *Helping Relationship/ Interaction Process Analysis/ Literature Reviews/ Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ *Social Influences

ED174893 CG013684
**Guidelines For Sex Fair Counseling Trainer's Manual.**
Taylor, Nancy P.
Kent State Univ., Ohio.
Oct 1976 48p.; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 305-75-0005
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEJAN80
This guide is designed to assist those helping professionals responsible for the development and implementation of sex fair counseling services and programs within their particular educational setting. Two designs for workshops are described with samples of all materials included. One is a full-day session which is both awareness- and action-oriented while the other, of approximately two hours in length, is for awareness only. Each workshop is detailed as a model to be adapted to the needs and interests of a specific group. The workshop format includes objectives, time allotments, materials, group structure, and techniques. It is assumed that the workshop facilitator has a high level of awareness of sex discrimination and Title IX as well as group facilitation skills. (Author/HLM)
Descriptors: *Counselor Attitudes/ Counselors/ Elementary Secondary Education/ Group Instruction/ Guides/ Models/ *Sex Discrimination/ *Sex Fairness/ *Skill Development/ *Social Bias/ *Training Methods/ Workshops

ED174821 CE022427
**A Guide to Educational Equity in Vocational Programs.**
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
1979 34p.; Not available in hard copy due to small print
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 498AH80001
Contract No.: 300-78-0024
Available from: East Central Curriculum Management Center, Illinois Office of Education, 100 North First Street, E-426, Springfield, Illinois 62777 (Free while supply lasts)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJAN80
Government: State
Designed for vocational teachers and administrators, this compilation of materials from various resources provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, gives suggestions on using biased materials in a non-biased way, and presents guidelines for sex-equity in the classroom. Following an introduction, the first of nine additional sections lists guidelines for evaluating materials in language arts, social studies, mathematics, home economics/industrial arts, fine arts, sex education, natural and physical sciences, and picture books. Section three contains a list of twenty-six questions designed to assist in the development of non-biased curriculum material. The fourth section provides guidelines for using biased materials in a non-biased way. Section 5 presents a twenty-five item teacher self-evaluation questionnaire designed to increase awareness of stereotypes. The sixth section lists nine suggestions on what to do about sexism in elementary classrooms. Suggested guidelines for counselors to use in overcoming sex bias are given in section 7. Section 8 summarizes enrollments in vocational programs (by vocational area and by sex) in the United States, Delaware, Illinois, and West Virginia. The ninth section provides a list of fourteen myths about working women. The final section is an annotated list of sixty-sex equity references. (YRA)
Descriptors: Counselors/ *Curriculum Evaluation/ Elementary Education/ Employed Women/ Enrollment/ Guidelines/ Guides/ *Instructional Materials/ Secondary Education/ Self Evaluation/ *Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ Trend Analysis/ *Vocational Education/ Vocational Education Teachers

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ED174789 CE022290

**Fostering Sex Fairness in Vocational Education. Final Report.**

Houser, Betsy Bosak; And Others

Steiger, Fink, and Kosecoff, Inc., McLean, Va.

30 Jun 1979 279p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ California

Journal Announcement: RIEJAN80

This report summarizes the activities undertaken to aid the California State Department of Education, Vocational Education Unit, and the California Community Colleges Chancellor's Office in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state. Activities described include the following: the establishment of a statewide network for information on sex equity issues; the provision of information, counseling, and general assistance to local personnel, parents, students, and the community at large on issues relevant to sex equity and on redress of sex equity grievances; the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it; the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH)

Descriptors: Evaluation Methods/ Federal Legislation/ Grievance Procedures/ *Information Networks/ Models/ Postsecondary Education/ *Program Evaluation/ Research Reports/ Secondary Education/ *Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ *Statewide Planning/ *Vocational Education

Identifiers: *California/ Public Law 94 482

ED174778 CE022146

**Moving toward Sex Equity in Vocational Education. A Study in Five Parts.**

Nazario, Nancy

Dec 1978 604p.; Document prepared through the California Occupational Information Coordinating Committee; Best copy available

Sponsoring Agency: California State Dept. of Education, Sacramento.

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); NON CLASSROOM MATERIAL (055); DICTIONARY (134)

Geographic Source: U.S./ California

Journal Announcement: RIEJAN80

Government: State

Designed to be used to identify and implement strategies to achieve sex equity in California vocational education programs, this document consists of five products of a research project on sex bias and sex stereotyping. Part A is a glossary of terms associated with sex equity. Part B is a checklist intended to aid teachers, counselors, and administrators identify sources of sex bias in their schools and to suggest specific actions they can take to achieve sex equity. Part C, the major portion of the study, presents five years of data on female/male high school and community college enrollment and completion for vocational education programs in California. Part D provides data which compare student occupational interests with vocational education program enrollments. Part E is an annotated bibliography of some of the literature surveyed for the project. (LMS)

Descriptors: Administrator Role/ Affirmative Action/ Annotated Bibliographies/ Check Lists/ Comparative Analysis/ Counselor Role/ *Enrollment Trends/ *Equal Education/ Females/ Glossaries/ High School Students/ Males/ Postsecondary Education/ Research/ Research Projects/ Research Reports/ Secondary Education/ *Sex Discrimination/ Sex Stereotypes/ State Surveys/ Student Interests/ Teacher Role/ Two Year College Students/ *Vocational Education/ *Vocational Interests

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ED173932 EA011947
**Differential Experiences of Male and Female Aspirants in Public School Administration: A Closer Look at Perceptions Within the Field.**
Oller, C. Sakre
Apr 1979 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ Oregon
Journal Announcement: RIEDEC79
This thesis explores the idea that aspirants in the field of educational administration, particularly females, may be remiss in assessing both the capabilities they bring to the field and their individual chances of finding work there. Perceptions of the subjects were studied via survey research in three main areas: graduate school experiences, career building issues, and experiences within the field. Results showed that some women perceive they may not receive the same kind of encouragement in graduate school that male students enjoy and also believe they lack access to the kinds of financing men in administration fields receive. As for career building issues, women look to family members as role models in childhood, perceive themselves as receiving less career counseling, suspect they do not have the same kinds of degrees that men do, perceive a lack of mentors for themselves, and believe they experience career interruptions more often than men. The major barriers women experience in the field include sex role stereotyping, socialization, and sex discrimination. The paper closes by advocating that women pursuing careers in educational administration be encouraged to realistically assess their skills as well as their chances of finding positions within the field. (Author/LD)
Descriptors: *Career Development/ *Educational Administration/ Elementary Secondary Education/ Equal Opportunities (Jobs)/ *Females/ Feminism/ Mentors/ *Role Perception/ Sex Discrimination/ Sex Fairness/ *Sex Role/ Surveys

ED173905 EA011899
**Achieving Sex Equity: Assessing and Implementing Compliance with Title IX in Public Schools.**
Scotten, Kathryn; And Others
Portland State Univ., Oreg. Pacific Inst. for Nonsexist Education.
1978 210p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 405A070003
Grant No.: G10-77-00035(405)
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Oregon
Journal Announcement: RIEDEC79
Developed to meet the needs of small rural school districts, this guide assists local education agencies in undertaking an institutional self-evaluation of their compliance with Title IX regulations. It also attempts to help them modify policies and practices where necessary. The materials have been developed to allow for modification to unique local circumstances. The first five sections of the guide divide the self-evaluation into the following areas: access to courses, counseling and guidance, treatment of students, athletics, and employment. The sixth section presents technical assistance services, a bibliography of related materials, and additional sources of information for corrective action. Each section first presents and explains relevant sections of the regulation. Data collection tables for each area can be duplicated to enable district personnel to collect and organize the information needed to assess the district's compliance. A corrective action guide is intended to assist district personnel in evaluating the data collected for compliance and in identifying alternative corrective measures. Two compliance records pages are included at the end of each section to assist in identification, organization, and monitoring of corrective actions. In addition, these pages can be used to compile a permanent record of district compliance efforts. (Author/JM)
Descriptors: Athletics/ Educational Counseling/ *Equal Education/ Equal Opportunities (Jobs)/ *Federal Legislation/ Federal Regulation/ Recruitment/ Rural Schools/ School Districts/ *Sex Fairness/ Small Schools
Identifiers: *Title IX Education Amendments 1972

DIALOG File1: ERIC - 66-80/Dec (Item 100 of 147) User 1210 29jan81

ED173732 CG013639
**Sex Equality Bibliographies.**
Hohenshil, Thomas H.; Linkous, Carolyn Maddy
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
1978 99p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEDEC79
This partially annotated bibliography is one of a series designed to help educational personnel increase sex equality in vocational guidance and counseling programs. Its purpose is to help counselors and other educators to identify and eliminate sex bias and sex stereotyping, both factors which constrict career options and consequently the choice process. It includes a combination of relevant articles, books, research reports, project reports, audio-visual materials, staff training materials, organizations and directory lists. The selected references were collected from a variety of sources, including a comprehensive computer-assisted ERIC literature search, other bibliographies prepared on the subject, federal and state research and training projects, and various private and governmental agencies. Where possible, the ordering addresses and cost of the materials are given, as well as brief descriptions. This is not an exhaustive listing of every available resource; materials were selected because they seemed to be representative of categories of materials found to be especially helpful in a variety of sex equality programs. (Author)
Descriptors: Adult Development/ Annotated Bibliographies/ *Career Counseling/ *Career Guidance/ *Equal Opportunities (Jobs)/ Females/ *Sex Discrimination/ *Sex Fairness

ED173606 CE022141
**Evaluation of EUREKA Project, 1978-1979.**
Burke, Paul J., Ed.
Diablo Valley Coll., Concord, Calif.; Richmond Unified School District, Calif.
1979 33p.; For related documents see ED 145 144, CE 022 140-142
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 07-61796-3-8-817
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ California
Journal Announcement: RIEDEC79
An evaluation for 1978-79 was conducted of EUREKA, a career information system in California. Personal visits were made to sixteen EUREKA sites throughout the state, accounting for over 75% of the high schools and agencies with active programs. Both the directors of the programs and counselors were interviewed for their reactions. It was found that (1) the information on vocational programs is considered accurate, complete, and up-to-date; (2) physically handicapped students are able to use the system; (3) no evidence of sexism or minority prejudice exists in the information files; (4) staff training by audiovisual presentations is extremely well-received; and (5) the user evaluation form provides sufficient feedback. It was not possible to evaluate either the employer information files since they were not being used at these sites or publicity regarding EUREKA since the program was already in operation at these locations. (Reports on each of the sixteen sites are provided giving the comments of the interviewees on technical aspects, student users, the occupational information files, Quest, and other topics such as funding and publicity efforts. A final project report is published separately, as is a handbook for counselors using EUREKA--(see Note.) (ELG)
Descriptors: Career Counseling/ Counselor Training/ Information Services/ *Information Systems/ *Occupational Information/ *Program Effectiveness/ Secondary Education/ Sex Bias/ *State Programs/ *User Satisfaction (Information)
Identifiers: California/ *Project EUREKA

DIALOG File1: ERIC - 66-80/Dec (Item 102 of 147) User 1210 29jan81

ED173603 CE022135
**Vocational Education Sex Equity Strategies. Research and Development Series No. 144.**
Vetter, Louise; And Others
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1978 272p.; For related documents see CE 022 136 and CE 022 239
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-0061
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); NON CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEDEC79

Strategies and techniques for increasing sex fairness in vocational education are provided in this guide designed for sex equity personnel, instructors, administrators, counselors, and curriculum planners. Eight chapters of information are provided and are generally organized into the following format: introductory questions, narrative, references, reprints, and exercises. Topics include creating sex fairness concerns, dealing with sex bias, recruiting students for nontraditional classes, retraining students in nontradition classes, interacting with the community, assessing and adapting materials, and program planning (needs assessment, local flexibility, legislative compliance, and funding). The final chapter contains an annotated bibliography organized into five categories: (1) separate publications (books, reports, packages), (2) journal articles, (3) papers from professional meetings, (4) newsletters, and (5) audio-visuals. (JH)

Descriptors: Administrator Guides/ Annotated Bibliographies/ Change Strategies/ Federal Legislation/ Information Sources/ Instructional Materials/ Legal Responsibility/ *Methods/ Nontraditional Students/ Perception/ Problem Solving/ *Program Development/ School Community Relationship/ Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ Student Recruitment/ *Vocational Education
Identifiers: *Education Amendments 1976

ED173538 CE019608
**Professional Development Programs for Sex Equity in Vocational Education. Information Series No. 148.**
Verheyden-Hilliard, Mary Ellen
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1979 28p.; For related documents see CE 019 603-618
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH80003
Contract No.: 300-78-0032
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); SERIAL (022)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEDEC79

One of a series of sixteen knowledge transformation papers, this paper reviews that state-of-the-art of professional development as it relates to sex equity in vocational education. First, the problem of sex discrimination is presented with statistics showing the number of women currently working and the number who are heads of their households. Next, the extent of bias among counselors and teachers is discussed since various studies have shown that most counselors have conservative attitudes towards the idea of the working mother and are not informed about the roles of women in the work force; that schools generally use biased guidance materials; and that most women pursuing nontraditional vocational education are faced with problems such as harassment that teachers do not know how to control. Methods for implementing change among vocational education teachers, counselors, and administrators are summarized for both preservice and inservice. Also covered are suggestions for helping students ovecome sex stereotyping in their occupational choices. At the end, the results of a survey of sex equity coordinators are given. Based on the responses of coordinators in twenty-one states, it is concluded that the focus of the coordinators' efforts in professional training varies from state to state and that planning for the training is as important as the training itself. (ELG)

Descriptors: *Career Counseling/ Coordinators/ Counselor Attitudes/ Counselor Training/ Educational Planning/ Employed Women/ Federal Legislation/ *Professional Education/ Program Development/ *Sex Discrimination/ Sex Stereotypes/ State of the Art Reviews/ State Programs/ Statewide Planning/ *Vocational Education
Identifiers: *Sex Equity Personnel

ED173537 CE019607
**Fostering Sex Fairness in Vocational Education: Strategies for Administrators. Information Series No. 147.**
Steiger, JoAnn M.; Schlesinger, Sue H.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1979 31p.; For related documents see CE 019 603-618
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH80003
Contract No.: 300-78-0032
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); NON CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEDEC79
One of a series of sixteen knowledge transformation papers, this paper gives an overview of sex equity issues and suggests alternative strategies for administrators in vocational education to use in reducing sex segregation and fostering sex fairness. In the first section the nature of the problem is discussed; occupational sex stereotyping and segregation are recognized as major factors. Next, the relevant federal laws are summarized, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, Title II of the Education Amendments of 1976, and Executive Order 11246 (1965). The third section deals with a variety of strategies aimed at different aspects of the problem. For students, three areas are identified as targets: (1) recruitment measures to increase nontraditional enrollment, emphasizing career education programs, prevocational programs, and introductory vocational classes; (2) guidance and counseling to improve the retention rate of nontraditional students; and (3) placement programs to overcome occupational sex bias focusing on cooperative education programs. Sex stereotyping is also recognized as affecting special population students (displaced homemakers, minorities, the handicapped, and the disadvantaged), and strategies for change are offered in each case. On the staff level, two types of activities are discussed: inservice training and affirmative action programs. Additional communication efforts are recommended at the community and parent levels. (ELG)
Descriptors: Career Counseling/ Career Education/ Cooperative Programs/ Displaced Homemakers/ *Educational Administration/ Educational Change/ *Educational Strategies/ Employment Opportunities/ Equal Education/ Federal Legislation / Guidelines/ Inservice Education/ *Nondiscriminatory Education/ *Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ *Vocational Education

ED172015 CE021964
**From Cooks to Carpenters: Measuring - A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.**
Kennedy, Helena
Highline Public Schools, Seattle, Wash.
51p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S./ Washington
Journal Announcement: RIENOV79
This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - measuring. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words job, work, skill and measuring in preparation for the simulated skill activity." One skill activity is listed: measuring such objects as patterns, desks, and shoe sizes. Student instruction sheets for such jobs as garment maker, employment counselor, and shoe salesperson are supplied, along with optional related projects. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: employment counselor, garment maker, and grocery store manager. (CT)
Descriptors: *Career Awareness/ Grade 5/ Grade 6/ *Job Skills/ *Learning Activities/ *Measurement/ *Sex Fairness/ *Simulation/ Teaching Guides

ED171968 CE021619
**A Report of a Study of Sex Bias Perceptions in Idaho Vocational Programs. Final Report.**
Kaufman, Jack J.; And Others
Idaho State Univ., Pocatello.
12 Sep 1979 80p.; Not available in hard copy due to light type
Sponsoring Agency: Idaho State Board of Vocational Education, Boise.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Idaho
Journal Announcement: RIENOV79
A study was conducted to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the state of Idaho. The following three objectives were developed: (1) to determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently being funded in the state; (2) to assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the state; and (3) to collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state. The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective. The study found that Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community. (BM)
Descriptors: Administrator Attitudes/ Counselor Attitudes/ *Enrollment/ Enrollment Influences/ Postsecondary Education/ Secondary Education/ *Sex Discrimination/ *Sex Fairness/ Surveys/ Teacher Attitudes/ *Teacher Employment/ *Vocational Education/ Vocational Education Teachers
Identifiers: *Idaho

ED170542 CE020682
**Steps toward Sex Equity in Vocational Education: An Inservice Training Design.**
Kaser, Joyce; And Others
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Jan 1978 209p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Contract No.: 300-76-0426
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01864-1)
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEOCT79
Government: Federal
This training guide provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. It is organized to facilitate the provision of general information regarding sex equity in vocational education to a large number of persons as well as to provide assistance to particular groups of vocational educators--administrators, instructors, and counselors--in identifying their particular responsibilities for sex equity in practices and programs. The publication is organized in three parts: (1) Introductory Materials--materials contained in this first section are designed to assist individuals in using this publication; they provide a general frame of reference for the consideration of the sections which follow and a number of specific suggestions regarding the implementation of the training design; (2) Inservice Training Design--this section contains the detailed step-by-step outline of ten sequential training activities; for each activity the outline specifies objectives, materials required for facilitators and participants, suggested training content and procedures, and time schedules; (3) Participant Workbook--The participant materials corresponding to the activities outline in the training design are organized into the workbook; the workbook should be reproduced for use by participants during the workshop and for reference after the workshop. (CT)
Descriptors: Administrator Role/ Counselor Role/ *Inservice Education/ Program Descriptions/ *Program Design/ Program Guides/ Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ Teacher Role/ *Teacher Workshops/ *Vocational Education

ED170428 UD019385
**Activity Guide: Sex Equity in Leadership Development Project, 1977-1978.**
Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
Aug 1978 85p.; For a related document, see UD 019 384
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIESEP79
Presented in this guide are a number of plans and strategies designed to help educators and counselors deal with sexism and related topics in various subject areas. Objectives and suggested activities are provided for the areas of career education, parent involvement, parental attitudes, social studies, values clarification, student awareness of sexual stereotyping, sexism in television, staff development, handicapped learners, math, literature, science, remedial reading, human relations, bilingual education, drama, history, physical education, sewing, home economics, art, and English. Activities at the elementary school level are listed by grade. At the middle, junior, and senior high levels, they are listed by subject. A list of resources is also included. (Author/EB)
Descriptors: *Educational Strategies/ Elementary Secondary Education/ *Group Activities/ Guides/ *Learning Activities/ *Nondiscriminatory Education/ *School Activities/ Sex Bias/ *Sex Fairness/ Sex Stereotypes/ Teaching Guides/ Textbook Bias
Identifiers: Activity Visits

ED170372 TM008967
**Exploration Validity in Interest Measurement.**
Tittle, Carol Kehr
Apr 1979 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S./ North Carolina
Journal Announcement: RIESEP79
This overview of women in the work force indicates the need for increased attention to the career development of women and their attainment of equal status in the world of occupations and work. Continuing occupational segregation and salary differentials, sociological analysis of the male bias in occupational status analyses, psychological evidence on barriers for women, and limited relationships between expressed and inventoried interest, all argue for a focus on exploration validity rather than predictive validity for interest inventories. Further, this focus views interest inventories as part of an intervention (treatment), and suggests additional criteria for studies of the effects of interventions. Recent studies of effects and the criteria used in them are reviewed. Additional criteria are needed to provide for the articulation of educational, occupational, marriage, parenthood and homemaker roles. (Author/MH)
Descriptors: Career Counseling/ Career Exploration/ *Career Opportunities/ Employed Women/ Equal Opportunities (Jobs)/ Females/ *Interest Inventories/ Intervention/ Research Reviews (Publications)/ *Sex Fairness/ Sex Role/ *Test Interpretation/ *Test Validity/ *Vocational Interests

ED170307 TM007857
**Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices.**
Zamost, Judith G.; Feldman, Sylvia D.
New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.
Apr 1976 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ New Jersey
Journal Announcement: RIESEP79
Government: State
School districts can use this checklist to implement federal and state regulations concerning equal educational opportunity. The 125 questions are organized around seven sex fairness concerns: practices which may encourage sex stereotyping; textbook and curriculum; counseling opportunities; pregnancy; in-service training; physical education; and team sports. The questions deal with school practices in relation to the following: classroom seating; task assignment; the school library, discipline, extra-curricular activities, course selection; work study programs; testbook and curriculum; bulletin boards; courselor representation; testing; class enrollments; career awareness; scholarships; rights of pregnant students; and opportunities for, participation in, and attitudes toward, physical education classes and team sports. After tallying yes responses a guide is provided for school districts to determine their status regarding equal opportunities for males and females. The list of questions is not exhaustive; rather, it is intended to stimulate thinking. (CP)
Descriptors: Check Lists/ Educational Assessment/ Educational Legislation/ *Educational Opportunities/ Elementary Secondary Education/ *Equal Education/ *Evaluation Criteria/ Females/ *School Policy/ Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ *Student Rights

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ED169409 CG013339

**Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction.**

Wheat, Valerie

California Univ., Berkeley. Lawrence Hall of Science.

Aug 1977 34p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S./ California

Journal Announcement: RIESEP79

This collection of annotated references is designed to provide elementary and secondary school teachers with sex-fair resources useful in curriculum instructional programs and counseling and guidance services. The materials reviewed address the following areas of concern: (1) sex discrimination and roles; (2) motivation; (3) sex differences in math achievement and attitudes toward science courses and careers, including a historical review of female mathematicians; (4) sex-fair counseling; and (5) career opportunities for women in skilled trades, science, and engineering. (HLM)

Descriptors: Academic Achievement/ Annotated Bibliographies/ *Career Opportunities/ *Class Activities/ Counselors/ *Educational Resources/ Elementary Secondary Education/ *Instructional Materials/ School Counseling/ *Sex Differences/ *Sex Fairness/ Teachers

ED167782 CE020209

**Secondary Students' Views on Occupational Sex Stereotyping and Sex Equity Resources for Vocational Educators and Counselors. A Project Report and Bibliography. Information Series No. 8.**

Richards, Diane S.; Brooks, JoAnn

Indiana Univ., Bloomington. Vocational Education Information Services.; New Educational Directions, Crawfordsville, Ind.

Jan 1979 89p.; Vocational Education and Information Services, Indiana University Library, W501, Bloomington, Indiana 47405 ($2.00 prepaid; single copies free to Indiana residents)

Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: BIBLIOGRAPHY (131); SERIAL (022)

Geographic Source: U.S./ Indiana

Journal Announcement: RIEAUG79

This report identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and objectives. Chapter 2, on procedures, describes the sample, interview techniques, and qualitative analysis. Chapter 3 reports the students' occupational choice, influences on occupational choice, rejection of nontraditional occupations, sex stereotyping influences, and strategies for counteracting sex stereotyping. Some findings are that 80% planned to enter occupations traditional to their sex, that five factors were primary career plan influences, and that students had suggestions for counteracting these influences and achieving occupational sex equity. Chapter 4 reports the study's conclusions that awareness is not reflected in most occupational choices; among students choosing nontraditional occupations there are more females than males; most choices require at least a four-year college degree; and class experience is the most influential factor in nontraditional occupational choice. The annotated bibliography for educators/counselors provides resources on sex bias in education/work; strategies to achieve sex equity; sex fair materials; inservice training to promote sex equity; assistance for returning women students; and resources for sex fair education. (Author/CSS)

Descriptors: Annotated Bibliographies/ *Career Choice/ *Change Strategies/ Educational Needs/ *Educational Opportunities/ Equal Education/ Equal Opportunities (Jobs)/ Females/ Inservice Teacher Education/ Instructional Materials/ Interviews/ *Justice/ Males/ Occupational Aspiration/ Secondary Education/ Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ *Student Attitudes/ Vocational Education/ Womens Education

DIALOG File1: ERIC - 66-80/Dec (Item 113 of 147) User 1210 29jan81

ED166798# EA011304
**Political and Programmatic Impact of Affirmative Action Policy: The Case of Title IX.**
Bird, Patrick J.
Phi Delta Kappa, Bloomington, Ind.
1978 12p.; Paper from "The Changing Politics of Education: Prospects for the 1980's" (EA 011 280); For related documents, see EA 011 280-309
Available from: Not available separately--see EA 011 280
Document Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.
Journal Announcement: RIEJUL79
Title IX legislation has had a widespread impact on institutions of higher education. Similar laws and regulations preceding Title IX include Executive Order 11246, the Comprehensive Health Manpower and Nurse Training Act, and the Equal Employment Opportunity Act. The pervasive influence of Title IX is indicated in its provisions concerning admissions, recruiting, and programs and activities such as course offerings, counseling, financial assistance, and athletics. To comply with Title IX, an institution must evaluate its current policies, appoint a compliance officer, establish grievance procedures, and notify all interested parties that it does not discriminate. During the development of Title IX regulations, several suggested requirements were supported by the Women's Equity Action League and Representative Bella Abzug and opposed by other organizations. These requirements concerned textbooks, single-sex courses and scholarships, part-time employee fringe benefits, retirement plans, and maternity leaves. The two suggestions incorporated were single-sex courses and maternity leaves. The magnitude of Title IX coverage presents serious questions concerning administration, finance, implementation, and enforcement. (Author/JM)
Descriptors: Educational Administration/ Educational Policy/ *Federal Legislation/ *Political Influences/ Political Issues/ Politics/ Postsecondary Education/ Program Costs/ *Program Development/ Retirement Benefits/ *Sex Fairness
Identifiers: Title IX Education Amendments 1972

ED166548 CE020012
**Overview: 1977 Reports of the State Advisory Councils on Vocational Education.**
National Advisory Council on Vocational Education, Washington, D.C.
Nov 1978 190p.; For a related document see ED 149 057
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEJUL79
Government: Federal
One- to six-page summaries are presented of fifty-six 1977 annual reports of the State Advisory Councils on Vocational Education. Most of the summaries, arranged in alphabetical order, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Preceding the summaries, two overview sections highlight the topics covered and the recommendations made in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluation. Seven areas which are addressed most frequently in the recommendations are briefly discussed, including the following: funding, coordinating with CETA programs, women/sex equity, and guidance on counseling. (The 1976 report is available as ERIC document ED 149 057.) (EM)
Descriptors: *Advisory Committees/ Annual Reports/ Coordination/ Educational Cooperation/ Educational Policy/ *Educational Problems/ National Surveys/ Program Effectiveness/ Program Evaluation/ *State Agencies/ *Statewide Planning/ *Vocational Education
Identifiers: United States

DIALOG File1: ERIC - 66-80/Dec (Item 115 of 147) User 1210 29jan81

ED166416 08 CE019590
**Sex-Fair Interest Measurement: Research and Implications.**
Tittle, Carol Kehr, Ed.; Zytowski, Donald G., Ed.
National Inst. of Education (DHEW), Washington, D.C.
Apr 1978 169p.; The abstracts, bibliographies, and some tables for each article may not reproduce well due to small print
Contract No.: 400-76-0026
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: COLLECTION (020); RESEARCH REPORT (143)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEJUL79
Government: Federal
This book of readings for counselors, researchers, faculty, graduate students, and policy-makers provides information regarding issues on sex fairness and sex bias in occupational interest measurement. The papers are presented in three sections, with each section prefaced by introductory comments by the editors. The first section, an introduction, contains two papers, Issues of Sex Bias and Sex-Fairness in Career Interest Measurement: Background and Current Status. The next section, on research on sex-fairness of interest inventories, presents studies grouped according to the type of scale construction method used: (1) homogenous scales, (2) occupational scales, and (3) interests of special groups. Some representative titles included under each of these three groupings are, respectively, as follow: (1) Neutralizing Sexist Titles in Holland's Self Directed Search: What Difference Does It Make?, and Validity of Sex Balanced Interest Scales; (2) Strong Vocational Interest Blank: One Form or Two?, and Validity Generalization of the Men's Form of the Strong Vocational Interest Blank with Academically Able Women; and (3) Of Measuring the Vocational Interests of Women. The last section, on implications of recent developments, contains two papers: Implications of Recent Developments for Research in Career Interest Measurement, and Selection and Use of Career Interest Inventories. Appended materials include NIE guidelines for assessing sex bias and fairness in career interest inventories, and illustration and interpretation of those guidelines. (EM)
Descriptors: Educational Research/ *Interest Inventories/ Legal Responsibility/ Measurement Instruments/ *Sex Discrimination/ *Sex Fairness/ State of the Art Reviews/ *Test Bias/ Test Construction/ Testing Problems/ Test Interpretation / Test Validity/ *Vocational Interests
Identifiers: Career Interest Inventory (Thomas)/ United States

ED163379 CG013153
**Taking Sexism Out of Education.**
Sandler, Bernice; And Others
American Education, Apr-Jul 1977
1978 122p.
Report No.: DHEW-OE-77-01017
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-080-01794-6)
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEMAY79
Government: Federal
This collection of articles presents the substance of the work done by the National Project on Women in Education. The Project assessed current practices in sex-role sterotyping throughout the educational process and also brought together experts and practitioners in the field of sex roles with policymakers in an attempt to plan for change. The articles address the problem of sexism in education in the following areas: the impact of Title IX, teacher behavior, curriculum materials, counselor behavior, influence of television, educational administration, teacher education, the world of work, American social attitudes, and changing male roles. Recommendations for alleviating sexism in each area are offered. (HLM)
Descriptors: *Educational Practices/ *Educational Problems/ Elementary Secondary Education/ Futures (of Society)/ Guides/ Higher Education/ *School Role/ Sex Bias/ *Sex Fairness/ *Sex Stereotypes/ Social Change/ State of the Art Reviews/ *Student School Relationship
Identifiers: *National Project on Women in Education

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ED162024 UD018740
**Sourcebook for Sex Equality: In-Service Training. An Annotated Listing of Materials and Media for Affirmative Action In-Service Training. Bibliographic Series, 2.**
Hulme, Marylin A., Comp.
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
1978 25p.; For a related document, see UD 018 739
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ New Jersey
Journal Announcement: RIEMAR79
Government: State

The materials contained in this annotated bibliography include films, slide shows, information resources, evaluation materials, sample workshop formats, and guidelines for sex-fair and race-fair materials and group activities. The bibliography is divided into four sections: (1) "General Resources" includes readings in sex role stereotyping, curriculum review, laws on equal education and affirmative action, and general handbooks on how to combat sexism in the educational system; (2) "Materials and Media" lists works for evaluating textbooks and supplementary materials for sexism and racism, guidelines on how to create more positive images, and critical reports on texts and supplementary materials currently available in classrooms and libraries; (3) "Affirmative Action" includes works on writing and monitoring affirmative action plans, on assessing employment practices, on conducting a workshop on employment practices, and on where to find resources on affirmative action; and (4) "Counseling and Human Relations" lists materials which will assist counselors in reexamining their attitudes toward male and female roles, the changing family structure and work world, and in developing counseling procedures free of sex and race bias with an emphasis on sex-fair career information. (Author/EB)

Descriptors: *Affirmative Action/ *Annotated Bibliographies/ *Human Relations/ *Individual Counseling/ Inservice Education/ *Nondiscriminatory Education/ *Racial Bias/ Racism/ Resource Materials/ Sex Discrimination/ *Sex Fairness/ Sex Stereotypes

ED159528 CG012736
**Toward Self Discovery and Life Option: Non-Stereotyped Career Counseling.**
Romero, Patricia L.; Romero, Dan
Mar 1978 17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIEFEB79

This article reports the preliminary field test results of the Counselors Expanding Career Options Project (CECO), the goal of which was to develop and field test non-stereotyped career education materials for rural and non-urban high schools. The project was funded by the Women's Educational Equity Act. The field test design establishes four comparison groups of approximately 18 schools each. The first group participated in a one-day training workshop and used The Whole Person Book. The second group used The Whole Person Book but did not receive training. The third group participated in the CECO pilot project. All three groups used CECO materials in their career guidance programs. The fourth group is the control group, not using CECO materials. Participants were pre- and post-tested with The Attitudes Toward Sex Role Differentiation in Education, the Social Reaction Inventory, the Bem Sex Role Inventory, and the Title IX Women and Careers Inventory. The results were analyzed to identify differences due to the sex of the participant and/or the professional position held in the school. There is a need for improved pre-service as well as in-service counselor education regarding non-sexist career development. (JL)

Descriptors: *Bias/ *Career Counseling/ *Career Education/ *Career Planning/ Counselor Training/ Decision Making/ Instructional Materials/ Program Descriptions/ School Personnel/ Secondary Education/ Self Evaluation/ Sex Bias/ *Sex Stereotypes/ Teacher Education
Identifiers: *Life Planning

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ED158349 CS502210
**Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through June 1977, (Vol. 37 Nos. 9 through 12). Part One.**
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
1978 14p.; For related document, see CS502211
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJAN79
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: an informal communication process with implications for information retrieval; a rhetorical approach to the nonsexist language controversy; a validation study of communication apprehension scales; factors influencing teacher credibility, speaker credibility, and listener comprehension; the communication between the University of Minnesota and the 1975 Minnesota State Legislature; mathematical models of communication and belief change; the effects of confidence and utility on information seeking and processing; procedures used to assign students to remedial oral communication instruction; the effects of presenting an intercultural communication unit in the basic speech course; a comparison of results of a communication skills scale, a dogmatism scale, and a behavioral assessment of a counseling simulation; doctor/patient communication problems; verbal correlates of instructional effectiveness with young children; factors affecting evaluation of a belief-discrepant message by religious fundamentalists; and the measurement of interpersonal communication satisfaction. (GW)
Descriptors: Annotated Bibliographies/ Attitude Change/ *Communication (Thought Transfer)/ Communication Problems/ Counseling/ *Credibility/ *Doctoral Dissertations/ Elementary Secondary Education/ Higher Education/ Information Seeking/ Interpersonal Relationship/ Models/ *Organizational Communication/ Physicians/ Public Speaking/ Religious Differences/ Sex Fairness/ Sociometric Techniques/ *Speech Communication/ Student Evaluation/ Student Teacher Relationship/ Teacher Effectiveness/ Written Language
Identifiers: *Communication Research/ Intercultural Communication/ Minnesota

ED158213 CG012808
**Nonsexist Career Counseling for Women: Annotated Selected References and Resources. Part II.**
Costick, Rita M., Comp.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
31 Jan 1978 36p.; For related document see CG 012 807
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-77-0535
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.
Journal Announcement: RIEJAN79
This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. Materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The second part, presented here, provided resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training. (Author)
Descriptors: Annotated Bibliographies/ *Career Counseling/ *Career Education/ Curriculum Development/ Educational Programs/ *Employed Women/ *Females/ Job Training/ *Professional Personnel/ Professional Training/ *Sex Fairness

DIALOG File1: ERIC - 66-80/Dec (Item 121 of 147) User 1210 29Jan81

ED158212 CG012807
**Nonsexist Career Counseling for Women: Annotated Selected References and Resources. Part I.**
Costick, Rita M., Comp.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
31 Jan 1978 31p.; For related document see CG 012 808
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-77-0535
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.
Journal Announcement: RIEJAN79

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. The materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The first part, presented here, contains information on counselor training and professional development, counseling resources, career interest measurements, and minority women. The section on minority women is primarily a compilation of the entries related to minority women found in other sections throughout the two-part bibliography on career counseling. (Author)

Descriptors: Annotated Bibliographies/ Career Choice/ *Career Counseling/ Counselor Training/ *Educational Resources/ *Females/ *Feminism/ Minority Groups/ Occupational Aspiration/ *Sex Fairness/ Sex Stereotypes/ *Womens Education

ED157976# UD018517
**Toward Full Equality: More Job Education for Women.**
Roby, Pamela Ann
Apr 1978 37p.; For related documents see UD 018 393, UD 018 516, and UD 018 518-524
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Women's Research Div.
Contract No.: 400-76-0026
Available from: Not available separately; See UD 018 455
Document Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78

Vocational education programs have been growing steadily. Despite this growth, the needs of women for vocational education have not yet been given serious attention. The first hurdle that girls and women seeking vocational education confront is admission. They must fulfill all the admission criteria concerning intelligence and educational experience normally required of men and, in addition, must overcome some barriers not experienced by men. Once admitted, they face common school practices which involve tracking men and women according to sex roles. Assuming access into vocational education programs, women are confronted by a series of other problems. These barriers consist of the feasibility of combining school with obligations to family and children, and counselors who reinforce stereotypes that prevent women from thinking more broadly about career decisions. Policy makers, administrators, and program developers could assist high school girls by removing all barriers to their entry into schools and courses for which they otherwise qualify and by reviewing the curriculum and counseling materials for misleading stereotypes. At the post secondary level, women could be helped if child care at low sliding scale rates were provided, thus enabling mothers to attend school. (Author/AM)

Descriptors: Admission (School)/ *Blacks/ Career Counseling/ Curriculum Problems/ Enrollment/ *Equal Education/ *Females/ Postsecondary Education/ Secondary Education/ *Sex Bias/ *Sex Discrimination/ Sex Stereotypes/ *Vocational Education

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ED157482 HE010329
**Update on Title IX and Sports.**
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Jun 1978 8p.
Sponsoring Agency: Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street N.W., Washington, D.C. 20009
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
The Title IX transition period for athletics and physical education ends on July 21, 1978. Three documents are included here to assist institutions in their efforts to implement Title IX: (1) a summary of the regulation as it affects athletics; (2) a news release and an option issued by the general counsel of the Department of Health, Education, and Welfare, reaffirming the applicability of Title IX to revenue-producing intercollegiate athletics, and a summary of congressional attempts to exempt revenue-producing sports; and (3) a memorandum to the secretary of HEW from the Secretary's Advisory Committee on the Rights and Responsibilities of Women on the importance of equal athletic opportunity for women. (MSE)
Descriptors: *Athletics/ Federal Legislation/ Federal Regulation/ *Females/ Intercollegiate Cooperation/ *Sex Discrimination/ *Sex Fairness/ Womens Education
Identifiers: Title IX Education Amendments 1972

ED155508 CG012449
**Implementing Title IX and Attaining Sex Equity in Education. Participant's Notebook. Materials for Elementary-Secondary School Personnel.**
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Sep 1977 153p.; For related documents see CG 012 439-448; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract No.: 300-76-0456
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78
This notebook is a collection of materials designed to support the workshops implemented under the Council of Chief State School Officers (CCSSO) Title 9 Equity Workshops Project for elementary-secondary personnel. It contains a collection of background readings and reference materials relevant to Title 9 and sex equity in education as well as the worksheets to be used by participants during workshops. This participant's notebooks has been prepared by the Resource Center on Sex Roles in Education as one component of a multicomponent training model developed under a subcontract with CCSSO. The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)
Descriptors: Athletics/ *Change Strategies/ Counseling/ Curriculum/ Elementary Secondary Education/ Employment Patterns/ *Grievance Procedures/ Organizational Change/ *Program Evaluation/ Resource Materials/ *Sex Discrimination/ Vocational Education/ Workbooks
Identifiers: *Sex Equity/ *Title IX Education Amendments 1972

DIALOG File1: ERIC - 66-80/Dec (Item 125 of 147) User 1210 29jan81

ED155506 CG012447
**Implementing Title IX and Attaining Sex Equity. Application Materials for Counselors.**
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Sep 1977 49p.; For related documents see CG 012 439-449; Brochure A and B are of marginal legibility
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract No.: 300-76-0456
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78

The materials included in this booklet are designed for use by participants in Application Sessions A and B for counselors working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Counseling for Sex Equity--Overcoming Bias in Counseling and Counseling Programs, and (2) Counseling for Sex Equity--Overcoming Bias in Counseling Materials. These participant materials are one component of a multicomponent training model developed by the Resource Centers on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

Descriptors: Career Education/ *Change Strategies/ Counseling Services/ Counselor Attitudes/ Counselor Role/ *Elementary Education/ Elementary Secondary Education/ *Instructional Materials/ *School Counselors/ *Secondary Education/ *Sex Discrimination/ Workbooks/ Worksheets

Identifiers: *Sex Equity/ *Title IX Education Amendments 1972

ED155503 CG012444
**Implementing Title IX and Attaining Sex Equity. Application Materials for Vocational Education Personnel.**
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Oct 1977 72p.; Best copy available; for related documents see CG 012 439-449
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract No.: 300-76-0456
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Vocational Education Personnel working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Overcoming Sex Bias and Discrimination in Vocational Education: Rationale and Legal Requirements, and (2) Overcoming Sex Bias and Discrimination in Vocational Educational Education: Awareness and Action Planning. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

Descriptors: Administrative Change/ *Career Education/ Change Strategies/ Counselor Role/ Elementary Secondary Education/ *Instructional Materials/ *Sex Discrimination/ Teacher Role/ *Vocational Education/ Workbooks/ Worksheets

Identifiers: *Sex Equity/ *Title IX Education Amendments 1972

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ED155501 CG012442
**Implementing Title IX and Attaining Sex Equity. Application Materials for Counselors. Postsecondary Materials.**
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Oct 1977 49p.; For related documents see CG 012 439-449; Best copy available
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract No.: 300-76-0456
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78
The materials included in this booklet are designed for use by participants in Application Sessions A and B for counselors in postsecondary institutions. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Counseling for Sex Equity--A Context for Assessing Sex Equity in Counseling and Counseling Programs, and (2) Counseling for Sex Equity--Combatting Bias in Counseling Materials and Designing Affirmative Programs. These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)
Descriptors: Career Counseling/ *Counseling/ Counseling Services/ *Instructional Materials/ Interest Inventories/ Postsecondary Education/ Program Development/ *Sex Discrimination/ Workbooks
Identifiers: *Sex Equity/ *Title IX Education Amendments 1972

ED155499 CG012440
**Implementing Title IX and Attaining Sex Equity. Application Materials for Administrators. Postsecondary Materials.**
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Oct 1977 72p.; Best copy available; for related documents see CG 012 439-449
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract No.: 300-76-0456
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78
The materials included in this booklet are designed for use by participants in Application Sessions A and B for Administrators, Title 9 Coordinators, Trustees and Board Members working with postsecondary education institutions. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized into two sections: (1) Ensuring Procedural Title 9 Compliance--Establishing a Foundation for Sex Equity, and (2) Monitoring Title 9 Implementation. These participant materials are one component of a multi- component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)
Descriptors: *Athletics/ Career Counseling/ *Facility Guidelines/ *Grievance Procedures/ Postsecondary Education/ *Program Administration/ Program Development/ *Sex Discrimination/ Workbooks/ Worksheets
Identifiers: *Sex Equity/ *Title IX Education Amendments 1972

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ED155257 UD018263
**Sex Equity in Education. A Reference Sampler.**
Robbins, Natalie
Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.
.7197. 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT78
Standardized, oversimplified conceptions of behaviors that are appropriate to males and females are called sex role stereotypes. Expectations are formed on the basis of these stereotypes. Traditional notions of sex role are changing as a result of new trends in technology, social organization, and economics. Research indicates that female students seem to indicate a loss of academic ability and self esteem as they progress through school. Schools have previously functioned to transmit traditional sex role assumptions through educational socialization. School personnel behavior, counseling and guidance, sex segregated schools, grouping, extracurricular activities, academic or classroom maintenance assignments, textbooks and instructional materials, and sex stereotyped assignments of roles in the education profession have all contributed to this kind of socialization. There are ways to combat sexism. Teachers can reduce sexism by making students aware of sex stereotypes, by clarifying students' feelings, and by instructing students to take action to change their behavior and that of society. (Author/AM)
Descriptors: Academic Achievement/ Females/ *School Role/ Self Esteem/ *Sex Discrimination/ *Sex Role/ *Sex Stereotypes/ *Socialization/ *Teacher Role
Identifiers: *Title IX Education Amendments 1972

ED151701 CG012318
**Sex Role Stereotyping in the Schools. Revised Edition.**
1977 125p.
Sponsoring Agency: National Education Association, Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEAUG78
This book on sex role stereotyping in the schools is divided into two parts. Part One concerns the school and the classroom, and addresses such topics as sexist language, biased textbooks, educational guidance, sex roles, politics, athletics, the counselor's challenge, and the curriculum. Part Two concerns the school and the community, and discusses equality, ERA, career outlook, Title Nine, and the Dualist Theory of Human Resources. (Author/JLL)
Descriptors: *Bias/ *Classroom Environment/ Counselor Role/ Curriculum/ Educational Counseling/ *Elementary Secondary Education/ *Federal Legislation/ Politics/ Research Reviews (Publications)/ *School Community Relationship/ Sex Bias/ Sex Role/ *Sex Stereotypes

ED150493 CG012160
**BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions. Staff Development and Change Process.**
Hansen, L. Sunny
28 Aug 1977 15p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30 1977). For related document see CG 012 161 and CG 012 162
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL78
BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators. Its purpose is to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. This presentation describes the assumptions, conceptual models, and principles which undergird BORN FREE, and the strategies and methods used to structure and implement the plan. (Author)
Descriptors: Administrators/ Bias/ *Career Choice/ Counselors/ *Decision Making/ *Educational Facilities/ Elementary Secondary Education/ Program Descriptions/ Program Development/ Sex Bias/ *Sex Stereotypes/ *Socialization/ *Staff Development
Identifiers: *Project BORN FREE

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ED150288 08 CE013955
**Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.**
Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
15 Oct 1977 64p.; For a related document see CE 013 959 ; Parts of appendix may be marginally legible due to print quality
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 502AH60027
Grant No.: G310-76-0052
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL78
Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed. Recommendations made included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)
Descriptors: Basic Skills/ Career Counseling/ *Career Development/ *Career Education/ Career Guidance/ Curriculum Development/ *Educational Objectives/ High Schools/ *Nontraditional Education/ Program Descriptions/ Program Evaluation/ *Resource Centers/ School Community Relationship/ Sex Bias/ Skill Development/ *Work Experience Programs
Identifiers: *Experience Based Career Education/ Rhode Island

ED149042 CE014152
**Vocational Determination Process through School, Industry and Community Involvement. Final Report.**
Lutz, John; Staber, Richard A.
Central Columbia School District, Bloomsburg, Pa.
7 Dec 1977 15p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN78
Through a school-industry-community council strategies and procedures were developed and tested to identify the most cost effective method to provide selected students with opportunities for nontraditional counseling training and to determine the effect it had on career goal choices. The American College Testing (ACT) Career Planning Program test series was administered to 235 tenth grade students at one high school. Sets of ten matched pairs of students were chosen, the groups ranging from high to low ability. Each was then broken into a control group and a test group. Students in the test group became involved in various activities aimed at strengthening their values and attitudes toward self and work, strengthening occupational awareness, or building specific vocational skills. Geared to student needs and interests activities were pursued individually and in small groups under the direction of a vocational guidance paraprofessional. Findings of the first year included the following: (1) An analysis of variance on four measures revealed that each ability level was statistically different from the other two and that there was no systematic sex bias between levels; (2) ACT tests showed no significant differences between test and control groups on any measures; (3) the advisory committee was not effective to an acceptable degree (too large for the scope of the project), and (4) starting delay caused problems in properly training the paraprofessional. (JT)
Descriptors: Ability Grouping/ Academic Ability/ Advisory Committees/ *Career Choice/ Career Development/ *Career Exploration/ *Career Guidance/ Community Involvement/ High Schools/ High School Students/ *Learning Activities/ Paraprofessional School Personnel/ *Program Effectiveness/ School Business Relationship/ Sex Bias/ Student Characteristics/ Vocational Interests
Identifiers: ACT Assessment/ Career Planning Program

DIALOG File1: ERIC - 66-80/Dec (Item 134 of 147) User 1210 29jan81

ED143930 CG011709
**Sex and Status: Influence on the Evaluation of Professionals.**
Hood, Kay E.
.7195. 11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)
Available from: Kay E. Hood, Director, Women's Support Programs, University of Nebraska-Omaha, P.O. Box 668, Omaha, Nebraska, 68101
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB78
The study investigated the acceptance of females in traditionally masculine professions. Subjects were 48 females and 58 males psychology students at the University of Nebraska-Omaha. Each read professional articles in the fields of business, dentistry, engineering and law; author sex and status were systematically manipulated. After reading each article, subjects evaluated the article, author, and profession on three semantic differentials. Multivariate analysis procedures were used to analyse the data. Results showed that neither male nor female, young nor older subjects discriminated against the women authors. Perhaps the "women's movement" has had some impact on the attitudes and thinking of both women and men and thus upon their objective evaluation of women in traditionally masculine roles. On the other hand, the public may be more aware of and more sophisticated about sex-role issues; more sensitive instruments may now be required to discriminate underlying biases based on sex-role stereotyping. Another important finding was that although the subjects in the present study fairly evaluated female and male professionals, a significant number of the subjects were limiting their own aspirations to appropriate sex-roles. Implications for counselors and for further sex stereotyping research are discussed. (Author)
Descriptors: *Attitude Change/ *Bias/ Evaluation/ *Occupations/ *Professional Occupations/ Research Projects/ Sex Bias/ *Sex Role/ Sex Stereotypes/ Social Bias/ *Social Status

ED143878 CE012597
**A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.**
Kane, Roslyn D.; And Others
RJ Associates, Inc., Arlington, Va.
Jun 1977 148p.; Best copy available
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
Bureau No.: 498AH60223
Contract No.: 300-76-364
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB78
Intended for use by vocational teacher educators, state administrators seeking to expand teacher education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs, the model presented here is designed to facilitate the retraining of women teachers and skilled women to teach in nontraditional secondary vocational education programs. Focus is on the feasibility of retraining programs, identification of alternative approaches to meeting teacher qualifications, and constraints teacher educators and school administrators are likely to encounter. Section 1 presents rationale including discussion of the oversupply of teachers, demand for vocational teachers, underrepresentation of women in male-intensive skilled occupations, and elimination of sex stereotyping and sex bias. The model itself is presented in section 2 under headings of certification requirements, characteristics of the women, and time required to attain skills levels and operate the retraining model. Program design is outlined for five types of programs: trade and industrial education, technical education, agriculture, cooperative education, and industrial arts. Section 3, a handbook with guidelines for implementation, it covers issues in planning (e.g., needs assessment, funding sources, and evaluation plan) as well as techniques and programs responding to special needs (e.g., selection of applicants for pilot program, counseling and support program, training seminars for project team, and placement system). (JT)
Descriptors: Agricultural Education/ Cooperative Education/ *Females/ Industrial Arts/ *Models/ Nontraditional Education/ *Program Design/ Program Development/ *Retraining/ Sex Bias/ Sex Stereotypes/ Skilled Occupations/ Skilled Workers/ Teacher Characteristics/ *Teacher Education/ Teacher Qualifications/ Teacher Supply and Demand/ Technical Education/ Technical Occupations/ Trade and Industrial Education/ *Vocational Education Teachers/ Women Faculty

ED140206 CG011813
**Providing Life/Career Planning for Women and Girls.**
Birk, Janice M.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
.7196. 87p.; For Coordinator's Guide, See CG 011 812 ; Not available in hard copy due to marginal legibility of the original document
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV77
This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, including sections on Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. A variety of games, activities and information is included. The workshop is intended to be run by a coordinator, for whom a separate guide has been written. (Author/BP)
Descriptors: *Career Counseling/ *Career Planning/ *Equal Opportunities (Jobs)/ *Females/ Guidance Personnel/ Guides/ Inservice Education/ Learning Modules/ *School Counseling/ Sex Bias/ Sex Role/ *Sex Stereotypes/ Workshops

ED140205 CG011812
**Providing Life/Career Planning for Women and Girls. Coordinator's Guide.**
Birk, Janice M.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
Dec 1976 14p.; For Participant's Workbook, see CG 011 813 ; Not available in hard copy due to marginal legibility of the original document
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV77
This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, to be run by a coordinator. This Guide defines the coordinator's role in three areas: setting the tone, regulating the pace and facilitating the discussion. Specific suggestions on preparing for and conducting the workshop are given, as well as directions for carrying out the various activities provided in the module. Sections include Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. (Author/BP)
Descriptors: *Career Counseling/ *Career Planning/ Coordinators/ *Equal Opportunities (Jobs)/ *Females/ Guidance Personnel/ Inservice Education/ Leaders Guides/ Learning Modules/ *School Counseling/ Sex Bias/ Sex Role/ *Sex Stereotypes/ Workshops

ED140201 CG011808
**Providing Career Guidance for Young Women. Coordinator's Guide.**
Colby, Pamela G.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
Dec 1976 16p.; For Participant's Workbook, see CG 011 809
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV77
This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and sinior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The Guide define's the coordinator's role in four areas: setting the tone, setting the pace, facilitating, and evaluating. Specific suggestions are given for preparing and carrying out the workshop, as well as for implementing each activity. (Author/BP)
Descriptors: Bias/ *Career Counseling/ *Career Guidance/ *Career Planning/ *Females/ Guidance Personnel/ Inservice Education/ Leaders Guides/ Learning Modules/ *School Counseling/ Secondary Education/ Sex Bias/ Sex Role/ *Sex Stereotypes/ Workshops

ED138910 CG011560

**An Evaluation of the Sex Stereotyping Effect as Related to Counselor Perceptions of Courses Appropriate for High School Students.**

Borgers, Sherry B.; Price, Gary E.

Mar 1977 14p.; Tables are of marginal legibility, and may not reproduce well; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT77

This study compared the appropriateness of course choices by female and male counselees as rated by female and male counselors to determine the possibility of sex bias effect. The sex, grade, and ability level of ratees were controlled in a four-way analysis of variance. The subjects were randomly selected and assigned to each counselor in order to insure equal numbers of males and females from each grade and each ability level. The counselors who rated each subject four times, were given achievement information, ability level data, courses previously taken, grades received, and information about future plans. While no significant differences were found between the ratings of the female and male counselors, significant differences were found in the following areas: (1) ability level and appropriate course selection; and (2) more appropriate course choice of females over males (using post hoc procedures the significant difference occurred at the junior year in high school). (Author/VG)

Descriptors: *Bias/ Career Choice/ Career Counseling/ *Counselor Attitudes/ Courses/ *Educational Counseling/ Guidance Personnel/ High School Students/ Research Projects/ *School Counselors/ *Secondary Education/ Selection/ Sex Bias/ *Sex Stereotypes

ED136182 CG011510

**Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?**

Price, Gary; And Others

1977 13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977); Not available in hard copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

This research was designed to assess female and male counselor sex-role stereotyping in their perceptions of the appropriateness of female and male students' occupational choices. The following variables were controlled in a six-way analysis of variance: sex of counselor, sex of student, occupational status, occupational stereotype, ability of student, and interest of student. No overt sex stereotyping was found. There were significant differences between the female and male counselors, female and male occupational stereotypes, high and low status occupations, high and low interests. Fifteen of the 57 interactions were significant. Scheffe post hoc comparisons were computed, and it was determined that counselors viewed the interest level of the student as the most important variable in rating the appropriateness of the occupational choice. (Author)

Descriptors: *Bias/ *Career Choice/ Career Guidance/ Career Planning/ *Counselor Attitudes/ *Counselor Client Relationship/ Research Projects/ School Counseling/ School Counselors/ Secondary Education/ Sex Bias/ *Sex Differences/ *Sex Stereotypes/ *Social Bias

ED136137 CG011175

**Sex-Role Stereotypes and Clinical Judgements: Negative Bias in Psychotherapy.**

Billingsley, Donna

,7195, 11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Sixty-four volunteer male and female psychotherapists from various disciplines with 5.83 average years experience and case loads of 17.88 hours per week were studied with the aid of a questionnaire to rate possible bias toward women counselees. Cultural expectations are examined along with response bias. The study found that personal agreement had a significant impact upon one group's differential perception of male and female role stereotypes. The finding that therapists differ in their conceptualization of sex-role stereotypes has theoretical, methodological and practical implications. (Author/CKJ)

Descriptors: *Bias/ *Counselor Attitudes/ *Counselor Client Relationship/ *Females/ Interpersonal Relationship/ Psychotherapy/ Research Projects/ Sex Bias/ Sex Differences/ *Sex Stereotypes

DIALOG File1: ERIC - 66-80/Dec (Item 142 of 147) User 1210 29jan81

ED134646 UD016699
**Cultural and Academic Stress Imposed on Afro-Americans: Implications for Educational Change.**
Parker, William C.
Educational Testing Service, Princeton, N.J.
1975 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJUN77
In this scholarly work on black culture, the major contention is that black American culture derives from African culture which is an oral culture, while white American culture derives from European culture which is a lettered culture. This basic difference in cultures, when not considered carefully, makes it impossible to increase the educational performance of blacks over an extended period of time. Basic tenets of black culture are explained in terms of eleven criteria sociologists use to define culture. These criteria are: history, life styles, society within the culture, communications, work occupations, sexism, time, child rearing procedures, recreation, protection. Various manifestations of black culture are discussed and include clothing, music, language, body language, concepts such as good and evil, and black middle class behavior. This study indicates that "If blacks are to be taught and educated it is imperative that methodology, processes and procedures that are buried in the cultural aspects of ones being be considered. If blacks cannot be educated and counseled within the vein of their culture, the Black community will retain its 15.9% dropout rate as contrasted with 6.7% for whites." (PR)
Descriptors: *Black Culture/ Black Education/ *Black Students/ Child Rearing/ Communication Problems/ *Cultural Background/ Cultural Influences/ *Culture Conflict/ *Educational Problems/ Family Structure/ Sex Bias/ Social Structure

ED131336 95 CE009061
**Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.**
Dittman, Jennette K.
North Dakota State Univ., Fargo. Coll. of Home Economics.
Jun 1976 54p.
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-393
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR77
The assessment of sex-role perceptions of vocational educators was planned as a means of addressing the issues of sexism and sex-role stereotyping in vocational education in North Dakota. The stratified random sample consisted of 396 vocational teachers, administrators, and counselors. Bem's Sex-Role Inventory was used to assess the subjects' sex-role perceptions. The testing of the hypotheses resulted in the following conclusions: (1) Vocational educators were highly consistent in the sex-role perceptions; subjects in all subsamples perceived males as masculine-typed and females as feminine-typed, suggesting predominantly stereotyped views. (2) female subjects viewed themselves as being significantly less sex-typed than did male subjects. (3) both male and female subjects described males and females as more significantly sex-typed than they perceived themselves to be. (4) androgynous subjects perceived a significantly smaller difference between males and females than did more sex-typed subjects, and (5) there appeared to be a tempering of the exaggerations of masculinity and femininity by androgynous individuals. In addition to a description of the procedures and presentation of the results, the report presents a review of the literature and a bibliography. The Bem Sex-Role Inventory is appended. (Author/NJ)
Descriptors: Administrator Attitudes/ Counselor Attitudes/ Sex Bias/ Sex Differences/ *Sex Role/ *Sex Stereotypes/ Surveys/ Teacher Attitudes/ *Vocational Education
Identifiers: North Dakota

ED128744 CG010857

**The State of the Art of Counseling High School Girls. Final Report. Fels Discussion Paper No. 89.**

Hawley, Peggy

Jun 1975 48p.

Sponsoring Agency: Ford Foundation, New York, N.Y.

Report No.: P-0675-P

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB77

A year spent in fulltime study of over 3,000 young women and counselors of both sexes in 13 schools shows that both groups have largely discarded the traditional stereotype of womanhood. Attitudes were measured on a continuum from dichotomous (gender-based) to androgynous (no sex referent). Counselors were significantly more androgynous than the girls they counsel. Self-report statements indicate that counselors are relatively more free of sex bias than their counselees. This tells more about what they say than about what they do. Girls miss the more subtle basic implications of feminism. Many think that women should work only if it doesn't interfere with domestic duties. They seem unaware that couples are increasingly sharing both domestic responsibilities and outside work. A strong positive relationship emerged between high I.Q. scores and androgynous attitudes. Although less strong, a significant relationship was found between attitudes toward sex roles and ethnicity. Anglos held the most androgynous attitudes followed by Asian Americans, Blacks and Chicanas. Affirmative Action has increased the demand for women in "blue collar" jobs yet this area is where discrimination is greatest and precisely where women need to develop a strong sense of themselves as women and as workers. (Author)

Descriptors: *Androgyny/ *Attitudes/ Counselor Attitudes/ *Females/ *Feminism/ High School Students/ Research Projects/ Sex Bias/ Sex Role/ *Sex Stereotypes/ Social Bias/ *Stereotypes/ Surveys/ *Work Attitudes

ED106727 CG009793

**Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles.**

Shapiro, Johanna

.7195. 49p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT75

This study attempted to determine whether counselor behavior and attitudes operated as a means of sex-role socialization, and whether male counselors tended to be more biased than female counselors when interacting with female clients. Eight male and eight female graduate students trained in role-playing situations representing a typical and an atypical sex-role condition. Videotapes of the interviews were analyzed to assess reinforcement patterns of counselors. Paper and pencil inventories were filled out. Contrary to expectations, results indicated that counselors exhibited more behavioral bias with typical than with atypical clients. Further, counselors reacted more positively toward the atypical than toward the typical clients. Female counselors appeared to be more reinforcing and less punishing than male counselors with female clients in both roles, as well as less behaviorally biased than the male counselors. The study concludes with a discussion of implications for counselor training and directions for further research. (Author/PC)

Descriptors: *Bias/ Counseling/ *Counselor Attitudes/ *Females/ Interaction/ Role Theory/ Sex Bias/ Sex Role/ *Sex Stereotypes/ *Socialization/ Speeches

ED095367 CE001931

**Reducing Sex Bias--Factors Affecting the Client's View of the Use of Career Interest Inventories.**

Birk, Janice M.

Aries Corp., Minneapolis, Minn.

Mar 1974 49p.; For related documents see CE 001 926-930 and CE 001 932-935, draft

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-72-5240

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

Research related to the issues of sexual bias in the use of interest inventories is reviewed, particularly from the client's view of the career exploration process. Since counselors refer to manuals and interpretive materials to obtain norming information and guidelines for score interpretation, these sources are examined and found to contain both explicit suggestions and subtle implications which, if followed by the counselor, could have deleterious effects on their women clientele. Recommended changes for manuals and interpretive materials are aimed at maximizing the counselor's effective use of interest inventories on the client's behalf. It is a complex issue, since other factors interact with interest inventory results; corrective interventions suggested include: (1) alter prevocational experiences to maximize the range of interests and aspirations; (2) examine the development of interests, particularly women's vocational goals; (3) provide counselors with an awareness of sex roles and strategies to counter stereotypes, through workshops; and (4) revise interest measures. High priority is given to the immediate revision of inventory manuals. (Author/AJ)

Descriptors: Career Choice/ *Career Counseling/ Career Guidance/ Career Planning/ Counseling/ Counselors/ Equal Opportunities (Jobs)/ *Interest Inventories/ Interest Research / *Sex Bias/ Sex Differences/ *Sex Discrimination/ *Sex Stereotypes/ Test Bias/ *Vocational Interests

ED095363 95 CE001927

**Sex Bias and Computer-Based Guidance Systems.**

Harris, Jo Ann

Aries Corp., Minneapolis, Minn.

1973 55p.; For related documents see CE 001 926 and CE 001 928 through 935; Draft

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-72-5240

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN75

All materials which could be acquired from the five leading computer-based guidance systems were read and evaluated for sex bias or fairness. Such analysis was done within the framework of six categories: interactive dialogue, data files, the computer program, on and off-line interest inventories, audio-visual support materials, and printed support materials. Relatively little was found which indicates serious sex bias. The descriptive content of the data files seems to have high potential for problems. The degree of sex bias or fairness which interest inventories have will have serious implications for the scope of a student's vocational exploration in systems which make use of such instruments to suggest or guide exploration. Supporting visual materials or community visitation programs can also be a source of subtle sex bias. (Author)

Descriptors: Career Choice/ *Career Counseling/ Career Guidance/ *Career Planning/ Computer Oriented Programs/ *Computer Programs/ Equal Opportunities (Jobs)/ Occupational Information/ *Sex Bias/ Sex Differences/ *Sex Discrimination/ *Sex Stereotypes

Identifiers: *Computer Assisted Guidance

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